

## Educational Supplement

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## Break

## Don't just sit there, do something

Pressure groups to influence both public opinion and policy have become part of the landscape. Whether, or the Campaign for Comprehensive Education, sprang from groping beginnings when people, who were united by a vague feeling that something should be done, met to try to find ways of doing something about it.

Last week I went to an early meeting of a new group who are concerned to "do something about secondary education". It was originally convened by Harry Rue, ex-York University professor, now a teacher at Woodberry Down School. Several shades of educational opinion were represented, from the hard and fairly traditional Right to the soft and fairly radical Left. The group is now a loose collection of people, many of whom are teachers, who are concerned to influence public opinion and policy. The group is now a loose collection of people, many of whom are teachers, who are concerned to influence public opinion and policy.

What seemed to unite them was a feeling that after all these years of comprehensive experience, not only did real comprehensive practice happen in too few schools, but the failures of secondary schools were inextricably confused in the public's mind with comprehensive reorganization. It was time to back up the school system of the Campaign for Comprehensive Education with drive to get examples of good practice, talked about, to suggest strategies to teachers who, when they change schools, are to be judged on the basis of their own performance. The group is now a loose collection of people, many of whom are teachers, who are concerned to influence public opinion and policy.

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"Now a few questions needing longer answers."

lucia battles in the autumn; teachers, interested in getting something done to change their own schools.

The group are still officially nameless, (people involved call them the "Dorking Group"), since their first meeting was a weekend funded by the Rowntree Trust at Beatrix Webb House in Dorking and need to find an identity. There has already been a certain amount of acrimony and several participants have gone away discouraged.

But there is now a management group of mainly London-based people and they have been directed to start planning a campaign including a conference in the autumn and publications.

Meanwhile it is quite clear that there is room for more public discussion of the achievements of some comprehensive schools so far, the new questions that they have raised, and ways of regenerating schools (comprehensive or not) that parents, pupils and teachers consider pretty miserable places.

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which includes visiting law centres. Second-year students will be doing some sociology of law and the year after, the third-year course will include options on welfare law, and family law.

Helen Galas, who is editing this review on top of her ordinary teaching job at the poly, hopes that initiatives of this kind will gradually change legal education and with it the closed attitudes of the profession.

At the moment she feels the younger people in the profession, who would like to see it opened up and made more accessible to ordinary people, have their noses so firmly to the grindstone that they haven't the time nor can they face the professional risk of stepping out of line.

The Review is available from the Polytechnic of Central London or from Wildy and Sons Ltd., Carey Street, London WC2E 9DP at 15s. Annual subscription £2, students £1.

## Literary bandwagons

One of the founders of the paper *Write First Time* (May 30) is Sue Shrapnell, now organizer of the adult literary programme for the Metropolitan Borough of Knowlesley (the old urban district council of Huyton, Kirby and Prescott on Merseyside), and co-ordinator of the BBC's *Adult Literacy* handbook, published last month. She moves to London, as the first full-time worker at the Hackney Reading Centre. The centre has grown directly out of the publishing and other activities of Centreprise, the community bookshop and centre in Hackney. This has been functioning in a small way since January and already has a couple of groups off the ground.

One group of half-dozen learners meets weekly above the Centreprise bookshop, where they receive one-to-one tuition from six volunteers. Another group is more unusual: it consists of seven long-term hospital patients, who have behind them an institutional life of anything from eight to 47 years. For the last year they have been working in a house bought for them by the Bedford Trust, a charity which provides education and training for disabled people. The group, before they left hospital, they all went through a "social education" course, which aimed to help them to return more easily to a life outside; the reading classes are a further stage in this process.

The coordinator of this group is Richard Gray, a part-time teacher in the remedial reading department at Waltham Comprehensive. All the members of the group, aged 25 to 55, were reckoned in hospital to have had an IQ lower than 55, but he emphasizes that his work is no different to teaching any other illiterates. All they are suffering from, he says, is "institutional docility", and after only a few reading sessions they are starting to gain confidence. Six of the seven were totally illiterate when he began working with them, using a mixture of shapes and sounds to teach them the alphabet, now two have moved on to working with vowels.

Whether Sue Shrapnell will be able to set up an effective network of groups in Hackney may depend on the success of Centreprise's current urgent appeal for funds to keep the bookshop and community centre from closing down. But the reading centre could continue a tradition of Centreprise since they only supply premises for classes and meetings, staff salaries are paid by City College.

Artists' fees

## Personal

## Announcements

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# Confident vote for mixed ability

by Anne Corbett

"Our major problem is keeping up with our pupils. We see them get through an amazing amount of work. They get fantastic enjoyment from it. There isn't a behaviour problem. We see advantages for our teaching too. We've had to rethink our courses, as a team. The question for us is not why we mixed ability teaching. It's why we've not?"

This was Mr Peter Koper, speaking in London last weekend at the conference on non-streamed teaching, organized by the Campaign for Compulsory Education and Forum. Mr Koper is the young head of the joint mathematics and science department at Abbey Wood, one of Inner London's large comprehensive schools.

His audience was not altogether surprised by his confidence. Only three or four of the 150 or so who had turned up at the conference were non-mixed ability teachers. They had come to learn new ideas on techniques.

Mathematics is often thought to be difficult to teach to mixed ability groups. Mr Koper disagrees. He gives examples of the way his first-year groups learn to use statistics and understand the point of fractions, ratios and vectors.

"The thing which convinces us we must teach for mixed ability," he says, "is that children's ability in any way correlates with the primary school assessments." He produces charts of results to show that some of the children doing best in the first year were all graded as of average or below average on primary tests.

At the conference a number of other teachers talked about their successes in subjects and with age groups not traditionally thought of as suitable for mixed ability teaching. In English and the sciences, with the first two years of the secondary school, there has been a fair amount of experiment.

Forum itself held its first conference in self-mixed ability ideas just 10 years ago. On Saturday there were a number of other developments to report.

Mr Pat Brinkman, head of the Jaegers department at Hackney Downs School, Inner London, said that not only were they committed to teaching mixed ability French to all pupils in the first three years,

but many pupils opted to continue it after that.

Mr Colin Vassily, of the biology department at Frinton Woods School, also in Inner London, claimed that nearly all the pupils in mixed ability groups were now doing work which 10 years ago would have been regarded as suitable for C-level and A-level pupils only.

Many of these present said that they thought mixed ability teaching made them more, not less, sensitive, as their critics allege, to the needs of both the brightest and the slowest. They were concerned with whether the now almost ubiquitous school-produced worksheets provided enough stimulus.

There was a great deal of discussion about how to cope with examinations, given mixed ability teaching in the fourth and fifth years. Mr Bill Quin, deputy head at Hodley Walters School, Brentwood, had no doubts about either the principle or the practice.

The school entered a syllabus for both O level and CSE approval and in both cases it was accepted. They have, therefore, prompted a decision on a common 16-plus examination. They are showing that in practice work can be examined over the whole ability range from O level to CSE grade 5. Mr Quin also claimed that the quality of work was high. Examiners had said some of the project work was up to the standard of level work or work from college of education students.

Mr Roger Seckington, principal of the Headfield High School and Community School, Leicester, talked about the organization they had evolved once they had committed themselves to mixed ability teaching. They had found themselves organizing lessons in double periods, and grouping half their year group (four forms) together. They needed flexibility for timetable planning.

"If you don't produce some arguments to change you will certainly inhibit development in subject areas. We have found it essential to avoid the fragmentation so typical of the secondary school timetable."

The teachers at the conference were united on a simple point. Mixed ability started as a simple idea. But two pupils were gathered together. But two of their methods of teaching did not recognize it.

## 'Crossroads' in the classroom

Television programmes like *2 Cars*, *Crossroads* and *Top Gear* can be a stimulus to classroom discussion, says a report, "The Educational Value of Non-Educational Television", published by the Independent Broadcasting Association.

Mr Michael L. Scarborough examined through questionnaires and interviews with children in 10 schools in Keighley, West Yorkshire, the extent to which they comprehended and interpreted television programmes. Many children, he says, were able

to extract clear surface meanings and covert meanings from events and characters in programmes and could relate the experiences to their own circumstances.

Often programmes provided spontaneous, enthusiastic discussion of character, which was encouraged. This could be moved from a simple understanding of stereotyping to a more substantial grasp of subtleties of character and of television techniques used to create character portrayals.

While the attention of the world has been concentrated on the drama of Mr Reg Prentice, who for some extraordinary reason is regarded as both moderate and competent, which suggests that you can find most of the people most of the time, two major constitutional changes have been taking place, which are full of grave warnings for the future of education.

An article of faith among people who have argued for the extension of educational opportunity in the United Kingdom is that one of the major purposes of achieving a better educated population would be the extension of democracy. It has been thought for a long time that unless the population was well-educated, the survival of democracy itself was in question. Yet we have seen in the past few years the evolution in secrecy of two major government policies, which have had the direct effect of diminishing public discussion of educational issues and of eliminating parliamentary and local government control of the education system.

The first of these is the story of the winding up of the colleges of education. I have no wish to defend an indefensible position. It seems perfectly clear to me that through all previous projects of the population have been winding in Britain, in general people

# Switch to 'neglected', say heads

by Sue Cameron

Head teachers want more of the money and expertise lavished on sixth-formers to be switched to the thousands of pupils, poor readers and mentally disturbed children who are being 'neglected' by the education service.

A new report by a joint working party of the Association of Headmistresses and the Headmasters' Association says there are large numbers of mentally, physically and socially handicapped children in ordinary secondary schools and little is being done for them. The report, *When Will They Ever Learn?*, calls for "urgent" and "radical" action and a "marked change" in educational priorities.

One of its chief recommendations is that all schools should be listed under national indices of need. Local authorities would have to divert extra resources to schools with a high rating on the index—even if this meant cutting grants to low need schools. The heads say a school's place in the index should be judged on such factors as the percentage of pupils who are backward, disturbed, or who come from large families or one-parent families.

"Bearing in mind that resources are always limited, it is time we showed our readiness to distribute them more evenly between the handicapped and the gifted. This redistribution of priorities is of such importance that where additional resources are not available for the disadvantaged school there should be a reallocation of existing resources, even if this means that some schools will receive less than they do at present."

Members of the joint working party told a press conference on Friday that they had been surprised at the size of the group which heads had identified as being disadvantaged.

The heads' survey report is based on a survey carried out by the HMA

and the Headmasters' Association. Altogether 32 comprehensive secondary modern schools took part. The survey showed that 10 per cent or more of pupils were socially at risk. In 14, 10 per cent of pupils were socially at risk. In 14, 10 per cent of pupils were socially at risk.

"Such suggestions will inevitably demand a change of attitude on the part of some teachers. Changes of attitude do not just happen. It will also mean changes in the organization of the school timetable. It is time that groups of teachers, and a share in teaching disadvantaged classes, this could even mean a limitation of the range of subjects which can be offered at sixth-form level."

One of the heads' main targets of attack is the lack of liaison between schools and outside agencies. They also want teachers to be given a legal right to attend police and social services committees when one of their pupils is being discussed.

Existing patterns of cooperation between teachers, doctors, social workers, psychologists, administrators, police and juvenile court officers are erratic and there is both a lack of communication and frequently a disregard of the professional status of the teacher when matters concerning school pupils are being discussed.

The heads' survey report is based on a survey carried out by the HMA

Association of Headmistresses' conference

## Progressive—in name only

Progressive teachers are just as likely to try to make pupils conform to society as their traditional counterparts, says a report, *Progressive Education*, published by the Educational Research Council.

Mr John Hopkin, director of the Advisory Centre for Education, told the headmistresses' conference in Cheltenham last Friday that progressive education was "legitimizing its own values in our society and might perhaps place rather than their potential".

Mr Hopkin said English schooling "legitimizes its own values in our society and might perhaps place rather than their potential".

"I have seen over the last 10 years a great many community projects, integrated studies, social studies, music studies and heaven knows what else," Mr Hopkin said.

"What appeals me about so many of these community projects is their lack of conceptual rigour, coherence or standards of quality. I have been to

schools, in which, as far as I can determine, pupils spend half their time copying information from books into folders, or haphazardly filling up purely constructed questionnaires, or forever counting the traffic passing the school gates."

"Unfortunately, free expression, friendliness with teachers, and ultimate values. They are only justified if they advance serious learning. If they do not—and often they do not—they are as much a denial of the pupil's rights as any authoritarian mode of teaching can be."

Many teachers were in danger of undervaluing their pupils' unwillingness to help them to become self-aware and socially aware, but in fact they were merely suggesting that their pupils adopt their own ideas, morals and opinions.

New laws will not be enough to prevent discrimination against women when it comes to the appointment of heads in educational

schools, Miss Joyce Bradbury, new president of the Association of Headmistresses, said to the conference.

Miss Bradbury told the conference that anti-discrimination and equality of opportunity were not able to maintain good discipline in mixed schools still dominated by men.

Teachers need far more power about their own careers and promotion prospects, Miss Cynthia Cliffe, president of the Association of Assistant Headmistresses, said.

Miss Radcliffe told the headmistresses that far too many teaching careers had been halted or stopped short by accident rather than design.

Miss Radcliffe said there was evidence to show that as well as the usual violence and disruption in schools, there was a new type of violence which put stress on teachers, but the stress was change in education over the past 10 years.

# Upset when pets are dissected

Philip Venning

At least 250,000 animals are put to death in school laboratories every year, according to a report published by the Institute of Biological Sciences.

Many of them are bred by the schools and are killed by the teachers or laboratory assistants. There is no real alternative to this, says the report, but it should not be used with children under 16. It suggests that changes in biology syllabuses mean that dissection is declining, but one of the main suppliers of animals said that their sales did not often just as high in private schools.

The report makes a number of recommendations for ways in which schools can provide a better education for the disadvantaged. It includes the following:

Pupils with severe mental handicaps should be cared for by medical staff, preferably in special schools.

More resources must be provided in ordinary schools. Schools must be given full and accurate information on the value of a child in the home.

All schools should have a remedial department and a remedial adviser.

Every school should have a pastoral guidance system. Trainers must always be consulted immediately.

Education officers must be consulted immediately.

Heads must always have the right to suspend a pupil.

A campaign against dissection in schools in 1972 produced a petition with 55,000 signatures for presentation to the House of Commons.

Members of the group had been asked to sign a petition to the Department of Education to ensure that no child was compelled to take part in or watch dissection.

They hope to have another meeting with the DES when their specially designed models are completed. These models—of rabbits, to be followed by models of frogs and guinea pigs—will be made of a flexible material which, Mr Currier believes, is more realistic than the plastic ones.

The report accepts many of the groups' complaints. It recommends that the amount of dissection should be kept to a minimum, that school visits should not be used, and that the part in dissection against their wishes. It also advises schools to use material from birders and fishermen where possible.

Research into other means to reduce some of the aims has not been fully explored, it says. These include the use of prepared dissections, models, wallcharts, slides and films. "However, it must be recognized that these cannot act as a substitute for the personal experience in dissection although they may be of value in gaining knowledge of structure."

The primary aim of dissection in schools should be as a means of inquiry. A subsidiary aim should be to argue an understanding of the organization and structures.

The development of particular manipulative skills should be incidental.

Substitutes such as models, not give children the personal experience of the delicacy and fragility of fresh tissues. Dissection is also a valuable part of learning by doing, showing children the difficulties under which anatomical evidence is collected.

# Poly row: move to curb Miller

by Stephen Cohen

A committee of six lay governors has been set up at North London Polytechnic by Mr. T. J. Miller, the director, to monitor decisions taken by the polytechnic's academic board and court of governors.

The committee, headed by Judge Eric Stockdale, was formed at a special meeting of the court this week. The governors voted 14 to six to set it up after a three-hour discussion.

Mr Miller's suspension, which had been demanded by the governors at their meeting last month, now seems to have gone by the board. However, this week one governor said the court could sack the director if it felt there had been grave abuses of his position.

The row which led to the suspension call and the committee started last year. Mr Miller approved courses in the business studies department and then withdrew the approval in secret. He subsequently took part in discussions about student representation on the academic board and was party to a decision to recommend a new lower level

of representation. But in a private letter to the Department of Education and Science, Mr Miller called for even more drastic cuts in the number of student seats on the board.

It is these two actions which figure in the new committee's terms of reference, which are: "Having regard to the circumstances in which the director, without authority, came to the joint committee (with regard to the approval of certain courses in business studies) and the Secretary of State (with regard to the articles of government) with the objective of changing decisions of the academic board and the court of governors, to propose measures to ensure that such action is not taken in future."

The committee now have the delicate task of deciding how to limit Mr Miller's freedom of action in putting forward his views on how the poly should be run. They could insist that he give an undertaking to abide by decisions reached through normal administrative channels. Another move would be to prevent him from writing letters to the Department of Education and Science, but expressing his own opinions.

The proposal the committee are unlikely to consider was recommended by Mr Graham Packham, president of the students' union. The only way they could stop Mr Miller from carrying on in the future in the same way as he has done so far, would be to get rid of him, Mr Packham said.

It is also open to doubt whether any recommendations will have any effect. Dr Walter Ross, chairman of the governors, when asked if the committee would solve the poly's problems, said: "You're joking."

Overshadowing the latest development in the polytechnic's troubled four-year history is today's final inspection by the Council for National Academic Awards. Their visit two years ago produced a highly critical report and the promise of another visit to see if there had been any improvement.

The council are concerned that the polytechnic is suitable to teach courses for CNAAL degrees.

## Wreckers' supporters 'want watching'

Members of staff who support student occupations were strongly criticized this week by Mr Torrence Miller, director of North London Polytechnic. They were more dangerous than the student activists.

Speaking at the annual conference of Association of Vice Principals in Technical Institutions in London, he said: "I do not regard students as the most dangerous element in the institution; the people who need to be watched most closely are the members of academic staff who support the 'wreckers'."

Colleges should set up counter intelligence networks. These would detect the apparently innocent student in a quiet corner, which, when one has generated special sensitivity and awareness, may be seen as a step towards some more distant goal.

Staff who supported students were generally in social studies departments, he said. "It is understandable that sociologists want to be associated with the changing of society, but they choose the wrong method of producing social change."

Mr Miller recommended "aggressive" tolerance for dealing with "malignant" students or wreckers. They formed only one per cent of the students but their aim was to destroy. "I sit in my office and wonder for the ability to say 'hang the wreckers'." One can't unfortunately do it.

A primary tactic was the counter-intelligence of information to all members of staff and students, giving "accurate and uncoloured" facts of what had happened.

"The 'wreckers' are very well organized. Their main mode of sophistication is a torrent of words. Clear guidelines should be issued on what to do during a sit-in and how to maintain morale."

An attitude of "bland indifference" towards the activists was the most successful, Mr Miller said. However, the real power to solve the situation lay with students and not with the administration. The main objective should be to mobilize students to counter the student militant vote. Final victory was only achieved when the militant committee had been voted down in a regular and properly conducted students' union meeting.

## Angry end to cooperation talks

Talks designed to lead to the setting up of an all-European Association of Universities, broke up in Vienna last weekend after angry scenes.

More than 200 university vice-chancellors belonging to the predominantly West European University Vice-Chancellors' Conference (UCVC) failed to agree on whether to change the organization's constitution to make it more acceptable to socialist bloc countries.

The British and West German contingents objected strongly to proposals to delete references to academic freedom from the UVC constitution. They were accused by the French and Italian vice-chancellors of trying to wreck a compromise constitution worked out between the CEE executive and Soviet representatives. After 11 hours of tough talking, the French and Italians walked out, leaving the meeting without a quorum.

Talks aimed at finding a new formula will now begin again with Soviet officials, who have been hinting that they will try to set up a rival European University Association.

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## 50 years old—but doubts cloud Dartington's future

by John Gretton

A combination of financial stringency and a philosophical rethink by the Dartington Trust may result in loss of jobs in Dartington's enterprises and even the closure of the school. Certainly the trust's grants will be cut by up to 50 per cent. In the case of the school, this would mean a grant of £9,000 a year, instead of the current £18,000. This is a drop in the ocean compared with the £500,000 or so the school gets from fees. But it would mean that some of the fringe benefits of life at Dartington would have to go—the exceptionally good food, for example.

This emerged in conversation during the trust's 50th birthday celebration, held last Saturday for the first time on an evening, rather than a day-time occasion.

The opening ceremony was a procession to the library by nearly 20 groups representing the schools and colleges and those who live and work on or near the estate. Later, after an open air lawn dance, there was a torchlight procession to a bonfire on a nearby hill.

According to Mr John Lane, the full-time trustee in charge of this day's events, the object was to encourage a community spirit among all those associated with Dartington. The break with the traditional ceremonial was part of an attempt to rethink Dartington's purpose and regenerate its roots.

Clearly this was necessary. For too long Dartington had been held together only by the personality of its founders, Leonard and Dorothy Elm-

all that really distinguishes Dartington now are the mixed dominance of boys and girls, and a determination that whatever happens the school shall come first and never the other way round.

The contradiction between the ancient and the modern was illustrated by Mr Michael Young, in charge of Shirley Williams's summer unit, a part-time trustee of the school and one of its best known boys. When he was at Dartington, it was doing the sort of thing he was doing in China and Tanzania today. But his daughter, Emma, who went to Dartington two years to do her A levels, did not find it difficult in grasping her father's educational philosophy.

For Mr John Lane, one of the distinctive parts of the Dartington philosophy is to integrate art and education. All three are represented, but they have got apart. He would like to bring them together again. But can you do this with a school that has perhaps no lived its usefulness as a model for whose principal function is to assist on academic work. The school has been a victim of its own success.

It was perhaps a mistake, he now thinks, for Mr Bill Curry, the school's best known head, to try and link the school with the country's examination system. The school has served no model for years. Its ideas, says Mr Ash, have been partially adopted by a number of primary schools and public schools, but only Cambridgeshire has tried to go the whole way. But

is this still the case? If the state continues to move in educational terms, towards the Dartington ideal, Mr Ash could happily sit at taking over the school. Mr Lane is more radical. Once a school has got into the sort of academic rut that Dartington has, it is impossible to change. So all you can do is chop it?

## Stationery prices pegged

Prices of school stationery and cleaning materials are to be pegged for a year for six county councils in the west country who belong to a buying consortium.

The Wiltshire based Consortium for Purchasing and Distribution believe they are the only local authority purchasing group to keep a fixed price policy for those goods for the rest of the financial year. Ayr, Cornwall, Dorset, Gloucestershire, Somerset and Wiltshire now belong to the consortium.

Eighteen district councils are associate members, and 51 other organisations, from pre-school playgroups to police forces, receive supplies from the consortium's warehouse in Trowbridge.

The CPD's fourth annual report gives the example of the saving on 10 pencils. These cost 50p retail in 1974, and 15p and 18p in successive years when bought through the supplies leave Trowbridge every day for schools, colleges and other customers. In the six counties.

A small research and development team in the consortium assesses the availability of raw materials, tracks down new sources of supply and advances. Recent research involved a survey of suppliers' prices well in contrast with embossed and traded centres throughout the world in an effort to contact new sources of supplies.

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## German 'on the decline'

The Liberal MP, Mr Alan Bolt, wants heads of education authorities to resist the trend away from the teaching of German. He has written to the Department of Education and Science asking what steps are being taken to encourage German as a first foreign language.

In his reply, Mr Ernest Armstrong, Under-Secretary of State at the DES, confirms that there has probably been a fall-off in the number of secondary pupils studying the language. HMIs are trying to stimulate interest with advice to schools and courses for teachers in Germany.

## More training

Craft instructors recruited because of the shortage of qualified teachers of crafts, design and technical subjects should be seconded to teacher training courses, say the Executive Council of the Institute of Craft Education in a letter to local authority and teacher associations.

The Institute is afraid of "a dramatic curtailment of craft and technical studies" if more professionally qualified teachers are not recruited.

## Youth workers attack segregation

by Gavin Scott

Government suggestions that there should be separate youth service provision for potential delinquents and the socially disadvantaged were attacked at last week's conference of the National Association of Youth Workers in London.

The idea of separate provision is outlined in a discussion paper from the Department of Education and Science which was sent out to local authorities and youth workers earlier this year. This was in response to demands for some separate government policy on this

The DES paper said "Distinctions must be drawn between the needs of the majority of young people, and those who are demonstrably disadvantaged—homeless, ill-housed, isolated, handicapped, unemployed, otherwise at risk—or who may be antisocial or delinquent."

The youth service is an integral part of the education service, the paper said, but "the education service cannot... preside over a comprehensive service meeting the needs of disadvantaged young people in addition to providing the facilities for recreation and social education which are its main concerns."

Either youth workers "should work solely within the education context, leaving social problems to the social services, or they should work on the basis of their experience and still concentrating on their educational role."

The NAYSO response to this was uncompromising. "It is a mistake to see the disadvantaged as a separate group to be split off," said Mr James Corben, who prepared the association's reply. The Department have over-emphasised the case for the disadvantaged and ignored the way

the service has already developed in meet their needs—including detached youth work, counselling, intermediate treatment, community action groups and community education teams.

There should be more consultation between departments concerned with young people. Interdisciplinary work in the field was helpful, but too often "community education teams" mean youth work got less money and youth workers more work.

Mr F. L. Coker, of Essex, and chairman of the Council of Local Education Authorities, told the conference that CLEA felt it "absolutely wrong to treat the disadvantaged differently. When the Government have been going all out to make education services comprehensive it seems quite crazy."

Though the DES suggest limiting one aspect of youth work, they propose that the service should extend both above and below the present age-range of 14 to 20.

The NAYSO say this cannot be done without more resources. Youth services have already suffered too much from in-growth policies. In future they should get a guaranteed proportion of education budgets, as well as any money that can be spared from formal schooling because of falling birth rates.

In addition, some of the unneeded teacher training places should be taken up by youth service training.

Both the DES and the youth service workers agree that there is a need to fill the gap left by the ending of the Youth Service Development Council. The Department want an informal body that includes youth representatives "however difficult this may be". The NAYSO want a standing council with a permanent secretariat, a central office in London and access to the Minister.

Mr J. D. Wood, of Kirkcaldy, told the conference that supporters' clubs attracted youngsters who might not come to conventional youth clubs. But all they did, apart from taking their team, was funnel raising money for the club, and in the process they were not providing any help to the club or the youngsters.

Mr Wood urged the youth service to pursue its faith in social education by campaigning for resources to be switched from formal schooling. "If half as much money were spent on social education as is spent on subject and examination-oriented education, we would not have a better quality of life?"

Youth officers should use schools to promote activities where young people could work democratically and gain responsibility. "There is too much paternalism," he said. "Too many heads and school governors think that because they have a lunch club and a six-form common room they are providing social education—and nothing could be further from the truth."

## Bowling can halt drift into crime

Hard young people drift into crime because local authorities will not cooperate with commercial entertainment organizations to keep them amused, Mr Peter Smith, a director of Mecca, told a conference in London this week.

Hundreds of bowling alleys and ice skating rinks are closing or threatened with closure, because councillors are afraid to use public money to help profit-making organizations, he told a conference, organized by the National Association for the Care and Resettlement of Offenders.

Councillors wasted hundreds of millions of pounds on sports centres maintained by the affluent middle classes who wanted to play squash. They thought youth clubs—badly run and ineffective as they might be—were all that was needed. Meanwhile, social workers talked of "participation" to get young people involved.

"The best form of participation for young people is to pay at the door," Mr Smith said. "Then they are the patrons. We get less vandalism in our dance halls than you get in youth clubs."

He urged councils to subsidize transport to commercial ice rinks and bowling alleys for young people who could not afford to travel. Councils should think hard before withdrawing existing grants.

Mr Smith's plea drew a response from Mr George Smith, chairman of Lambeth amenity services committee. "I am quite sure we can get together and organize something," he said. "Mecca have plenty of underused buildings in our area: we have plenty of young people. We could do something like pay the entrance fee to bowling alleys for schoolchildren on a mass scale, and the young people could pay a reduced fee for each game in return."

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## TUC plan mass protest to stop spending cuts

A cross lobby of Parliament is planned by the South East Regional Council of the Trades Union Congress to protest at proposed cuts in education. The council want the Government to rescind the economic and spend more money on education.

Support for the lobby came at a special conference called by the council. More than 180 delegates, voted unanimously to support the action. They urged MPs, councillors and trade unionists to support their campaign locally.

The conference motion, supporting the lobby, outlined the campaign's aim to inform Parliament and the public of the council's grave concern about the future of British education.

Mr Jack Dunn, of the National Union of Millers and chairman of the South-East Regional Council, called for a link between trade council county associations and measures to establish the campaign. So far responses from the trade union movement had been low.

Mr Stuart Mackenzie, secretary of the council, said everyone should be informed about the situation facing education. Answering a call for strike action from some delegates, he said this, as in any industrial dispute, must be a last resort.

Mr Roy Jackson, of the TUC's education department, said education was bound up with the basic purpose of trade unions. He was concerned by the closure of colleges of education and emphasized the need for these in working-class areas.

Non-mandatory areas of education were mentioned as a particular danger zone by delegates. Mr Jackson said he could see a breakdown of the adult education system and criticized the means testing of married students on their spouse's income. He said education would remain an important priority of the TUC and called for action from regional TUCs and trades councils.

Mr Bill Boden, education secretary of the Association of Teachers in Technical Institutions, also expressed concern about non-mandatory provision. The cuts could spell the end of adult education. He thought cuts in part-time staffing were a threat to adult education. "In very many parts of the country these sorts of measures will result in the closure of courses, withdrawal of opportunities for a great many students and will provide a reduction in educational provision and deterioration in the type of provision."

"In terms of provision of courses and education environment a reduction in staffing must have consequences of grave concern to students and all concerned with them."

Speaking of the south east, Mr Boden claimed that who already got a minimum in education benefits were being squeezed again.

Dr Marcus McMillan, of the Association of University Teachers, said there had been a failure to educate the public about the critical importance of education. No one had felt more than the various institutions of higher education. If the comprehensive school system was under-financed, many students would not be prepared for university. If universities were curtailed, the secondary education system generally would be warped.

A drop in the number of pupils provided the perfect opportunity for essential education reforms, said Mr Sam Fisher, chairman of the National Union of Teachers' education committee. The Government had chosen to adopt stringent economies at a time when major achievements could be made.

This point was taken up by Fred Smithers, of the National Association of Schoolmasters. The irony of raising the school leaving age was that no sooner was it put into operation than damaging education cuts were threatened.

Times Higher Education Supplement

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## FE colleges 'agents of social change'

Prime agents of social change in Britain now are the colleges of further education, according to Dr A. H. Halsey.

Announcing some preliminary findings of his research on social mobility at Berkshire College of Education, where he delivered the 1975 Balfour Lecture last week, he claimed that the universities' influence was actually fairly small. No graduate class had emerged and significant numbers of graduates appeared in only four professional groups.

The trend, however, was there, abetted by trade unions and professional bodies who tried to use education as an advance institution.

"We cannot see the full picture of the expansion of the middle class, but it is clear that the expansion of the middle class is due to the growth of further education, which is doing most of the sorting out. If we wish to make policies we must look further into further education."

Asked to forecast events over the next decade, he thought it most likely we shall get a tremendous public squeeze on the higher education sector and greatly increased pressure on further education as more and more people turn to education to enhance their jobs and their lives.

His study showed that in the last 20 years the movement in and out of the upper strata of society had

become much more fluid. Social class attitudes were now more often to be found at the bottom. "We are no longer a caste society."

Dr Halsey said that in 1949 English society was simultaneously more rigid and "more proletarian than any other society in the world". Educational expansion had reduced the success ratio of the high-born and greatly improved the chances of the low-born.

"The picture may not be as bright as the political slogans suggest, but we are moving in the direction planned. There has been a diminution of educational inequality and this has been translated in some measure into jobs, with the result that society is more open at the top."

This connection between education and occupation was the most obvious factor to emerge from an analysis of path coefficients. This appeared to reflect a breakdown in the old direct continuity that was formerly not clearly seen in the father-son relationship.

Thank heaven the determinants of what happens to people are not nearly as precise. They are very variable, although not as random. I think, at least, steps 1, 2, 3."

Speaking of the education of mothers, he said: "There is no doubt that this can be of crucial importance in some situations. It is a factor usually underestimated by society as a whole."

## More research into real life

Psychology research financed by the Social Science Research Council is not divorced from real life, according to Dr David Harris, chairman and secretary of the council's psychology committee.

Most research funded by the committee is in child or educational psychology, but hardly any of it can be related to practical social issues, classroom practice, adolescence or vocational choice.

"It is startling to find no studies of drug dependence, of leisure and little relevant to race relations," Broadbent and Harris say in the latest edition of the SSRC Newsletter.

It would be wrong to press momentary facts and short-term practical problems to the neglect of the steady intellectual growth of the subject, we may have gone rather far in the opposite direction."

More than £2m were spent by the SSRC on psychology research in the three years up to July, 1974. Two thirds of this was for research into infancy and childhood; memory, thinking and language; and education.

Of the money spent on educational psychology more than three quarters went to experiments in pro-

grammed learning. There was little work on classroom behaviour or interaction and hardly any on guidance, attitudes to education or adjustment.

Research on early childhood is almost entirely limited to cognitive psychology. The absence of work on non-cognitive aspects is a feature of most of the SSRC sponsored work and is reflected in the emphasis on memory, thought and language. Like education and infancy, this area accounts for one fifth of the research budget.

"It does seem regrettable that studies of cognitive structures and intellectual processes do not give a greater role in social factors," Broadbent and Harris say.

This week Mrs Harris said that the committee had tended to discredit the real world or the non-cognitive because of their "wooliness" and because they tended to come from people with little experience of systematic research methods. In future, she thought, they might have to think more about priorities and worry less about "academic nastiness."

SSRC Newsletter No 7, SSRC Information Division, State House, High Holborn, London WC1.

## One in six in trouble by age 21

More than one in six of the boys born in March, 1946, and subsequently followed by the National Survey of Health and Development, had committed a delinquency act by the time he was 21. But the pattern differs greatly by social class.

While as many as 66.3 per cent of upper middle-class boys managed to stay out of trouble, and 87.1 per cent of lower middle and upper manual boys, the proportion from lower manual backgrounds was as low as 76.3 per cent.

The survey almost certainly underestimates the scale of the problem, says M. E. J. Wadsworth of the Medical Research Council, who has recently analysed its findings on delinquency for the Home Office. The original sample was limited to single-born, legitimate children born in this country in the course of one particular week. Not only multiple births and illegitimate children are missing, as a result, but also immigrant children. Data on offences committed by young people during the period the sample was followed suggest the true incidence is closer to 20 per cent in one in five.

The way the sample was selected also casts doubt on the exact proportions of children in each social group. While all children from non-manual backgrounds were included, and all agricultural workers' children, only one in four of other manual workers' children were followed through. To get a complete picture, data for this last group had to be multiplied by four, which may have distorted their representation.

Despite these drawbacks, the survey remains the best source of information that we have on the character of juvenile crime. No fewer than 2,196 boys from every part of England and Wales are directly covered and 54,000 indirectly.

The for higher incidence of delinquency in lower social groups is the most striking finding of the analysis. Other class-related differences emerge when the data are examined in more detail. Children under 14 were more likely to have a brush with the law, and to do so more than once. Older boys can be put into trouble more than once.

As the table shows, however, this varied substantially by social class. Recidivism is a greater risk as one goes down the social scale. The children of unskilled workers are more likely not only to get into trouble, but also to get into trouble repeatedly. On the other hand, recidivism declines sharply over time. Among non-manual groups, it is the older boys who are more likely to get into trouble. Among older lower middle class boys, recidivism is a comparatively high risk.

Age of first offence was also influenced by social class, and this was closely related to recidivism. Those who committed more than one offence tended to have committed the first by 14. One-time offenders started later, average age around 16. But non-manual recidivists started as late or later than first offenders.

The commonest offences were theft (14.3 cases), including car theft, plus 1.6 for theft, followed by truancy and damage (1.0 cases). Violence and disorderly behaviour were relatively rare (1.2 cases and 1.4 cases respectively).

What happened in these young offenders? At one point or another, 20 per cent spent time in custody, 20 per cent were placed on probation, and 27 per cent were placed in prison. In third of them did not offend again. In addition, as many as 46 per cent paid fines, 14 per cent were given a conditional discharge, and 10 per cent were cautioned.

"Delinquency in a national sample of children," by M. E. J. Wadsworth, *British Journal of Criminology*, vol 15, no 2.

## Team teaching works in FE

A five-year experiment in team teaching with first-year engineering students on day release at Reading College of Technology suggests that there is a place for this approach in further education. Students in the experimental group did better than those taught by traditional means. Fewer dropped out, and both staff and students enjoyed the experience, though it meant more work for teachers.

Students in the first year of the ONC engineering course at Reading had traditionally been taught in groups of about 15 to 18. The day consisted of two-hour lectures in electrical science, mechanical science and mathematics, and one and a half hours of lab work.

The experimental programme altered this substantially. Three groups of students were brought together for one-hour lectures in each subject. These were backed up by small group tutorial sessions lasting three-quarters of an hour, with no more than 10 students. Students also spent three-quarters of an hour a day on individual study. Only lab work remained unchanged.

The team consisted of five members: two specialists in electrical science, two in mechanical science and a mathematician. This was the same number and mix used on traditional courses and the teachers reverted to the traditional approach with the student groups who were not taken into the experiment.

For the last six weeks, teaching time remained the same—as it did for the students. Within the team individual workloads also remained about the same. The difference was that staff now undertook different parts of the workload on any

## Sugar-coated numbers

The day a child grasps that he is not the only one in the world, he is likely to be a trouble-maker.

Many retarded children grasp the principle of cause and effect at an early age. Few get very far beyond this. They are growing up in a world where they are not the only ones. They are growing up in a world where they are not the only ones.

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## Science diary by John Maddox

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## Spin offs and star turns

One of the most extraordinary and unexpected discoveries was that of the pulsating stars or so-called radio stars.

Pulsars are recognized by the way in which they emit pulses of radio energy every second or so. It now seems to be accepted that they are exceedingly compact stars, not much less massive than the sun but only a mile or so across. They can stars as compact as this exist? The answer is because they consist not of matter as we know it—atoms and the like—but simply of neutrons, which can be packed together much more tightly.

The most common view about the origin of these neutron stars is that they are the pieces left over after ordinary stars have exploded as supernovae. They are supposed to spin rapidly because they have conserved angular momentum which produces frequent collisions between matter on the north and south poles, so to speak. The interval between successive pulses of radio energy is determined by the time it takes the star to rotate on its geographical axis.

Neutron stars have a startling property of rotating once every second or so. Unbelievable though it may be, it is a simple consequence of their having contracted from more massive objects. Just think of how a skater can make himself spin rapidly by bringing his arms in. In the same way, a star which has conserved its angular momentum will spin faster as it contracts.

By now, pulsating stars are an embarrassment to a number of the astrophysicists. They should exist, and if they had but been found by accident, people would be hunting for them. But the most extraordinary pulsating star yet discovered is called by the code number 1913+16 (which roughly indicates its position in the sky).

This star repeats a pulse of radio energy every 59 milliseconds.

Two things follow from the argument. First, because the pulsating star itself was probably formed in a supernova explosion, it should still be possible to detect the other debris of that explosion as a lens of material that would have been thrown out 40,000 years ago.

The other puzzle is how two such unusual stars may have been thrown together. What the people from Rochester suggest is that there was originally a pair of stars, one roughly the size of the sun and the other twice as big. Material has been successfully transferred from one star to the other and back again. At some stage in its evolution, this double star would have been an X-ray star. The effect of all this swapping of material would have been almost to exhaust both stars of their capacity to produce energy. Fifty thousand years ago, one of them would have blown up.

Further information and an application form can be obtained from Dr. D. A. Davies, Director of Studies, B.Sc. Industrial Studies (Pat. T.E.S. Room 732, Shullfield Polytechnic, Pond Street, Sheffield S1 1WB, telephone Sheffield 20911 (STD Code 0742) extension 224).

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Keith Swanwick  
offers a perspective  
on the  
place of pop music in schools

**Muskratman by Mark Bowdler**



—no gap by Rado, Kras

Anyone for music? Students warm up for a WAF session



Colin Ball reports on  
yet another conference on the problems  
of the Youth Service

And just to rub it in, after speaking for

The Youth Service had partly been pursuing the first purpose, but had never really tried the latter, through an inability to discover what kind of involvement is possible and ideologically acceptable. Compulsory community work-counting is fine for Cuba; compulsory community service is unacceptable here.

"Hugh Jenkin, killed the Youth and Community Bill by talking it out . . . these con-

The B&O have now produced a new label, "Protection for Youth", to be

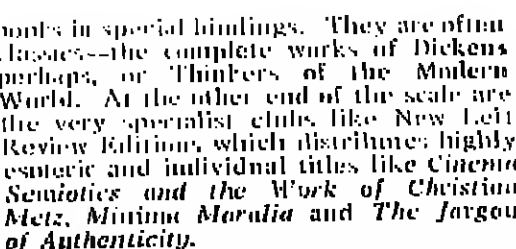
being published that just pass you  
If so, you could well be right. Last



World. At the  
the very sport

other end of the scale are  
dist. clubs, like New Left

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## Rosemary Hartill on the book club business

So far so good—at least for the reader. But what about the bookseller? Doesn't such competition decimate his sales? It seems not, though angry letters from booksellers complaining of book club competition still appear occasionally in the trade magazines. Most people in the trade, however, assert confidently that the heavy book club advertising tends to support shop sales. Book Club Associates alone (owned by W. H. Smith and American publishers Doubleday, the largest

Most interesting of all is the widespread belief, supported by market research, that shop buyers and club members are very different sets of people. This view is dramatically confirmed by the New Fletton Society's recent failure to attract more members by promotion through bookshops. Four hundred thousand leaflets yielded only 40 members. Book clubbers, it seems then, don't go much into bookshops, but they do regard the colour supplements. They usually retain their club membership for about two years and spend over that period between £18 and £20. These unerring observations aside, the "average" club member remains an elusive figure.

The reason for this is the diversity of clubs today, appealing to quite different kinds of readers. At one end of the scale are the large, relatively low-market community clubs like Reader's Digest, *Horizon*, and *Time-Life* that offer finite sets of

This diversity has grown over a period of fifty years. The first ever commercial book club appeared in Germany in 1924. It was followed in 1927 by the Book of the Month Club in America, and in Britain in 1929 by the Book Society. Offering a monthly choice but no price incentive, this respectable institution eventually reached a membership of about 20,000 of the kind of middle-class readers who might have used Harrods library. About half were expatriates living overseas. In the depression years, more clubs sprang up. But the heyday of the book clubs was the fifties before television blinked its way into our lives.

Over the last five or six years, membership figures have been increasing once more, boosted in 1968 by the relaxation of the old Publishers' Association regulations to follow the American example of allowing the establishment of simultaneous clubs. Publishing lore has it that Robert Maxwell hastened the change by exploiting a loophole in the old rules to publish pre-publication editions in his history book club. Whatever the cause, the result has been the greater proliferation of clubs in this country. Of these new clubs, most are specialist. The newest club of all—the Management and Marketing Book Club just opened by Purcell—illustrates not only the trend toward specialization, but also the trend toward information books, rather than fiction.

For the future, most book club operators seem cautiously optimistic, despite the heavy postal increases and a rise this year of paper and printing prices of up to 30 per cent. It must be no small consolation to know that the steeper book price rise, the more attractive becomes your discount.



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Or is it that Cinderella really does  
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## Frames for imagination

by Anna Spronk

At first sight, it looks like a device for testing intelligence, in geometry, and spatial perception: three bits of steel tubing, and an oddly shaped lump of metal that collapses in on itself. The aim is to fit the tubes into the metal clump so that they are at right angles to each other. The resulting object turns out to be three-dimensional. Once everything is in place, the clump is tightened up with an Allen key and the joint is ready to take a weight of up to 300lb.

This is the Triclamp, a Swedish invention that is being increasingly used in this country as the basis of display scaffolding. In shops and exhibitions, when the display needs to be changed, the Allen key comes out again, and bits of scaffolding are arranged around it. By increasing the number of tubes and clamps used, you can go on and on—shelves, rails, and screens can be constructed that reach the ceiling and stretch out to infinity.

Small wonder that WCB Components Ltd, who market the Triclamp system, should have started looking at Triclamp's potential as a climbing-frame. Or as a recently house, command tower, slide, acrobatic off-ramp, castle, or anything else that children might invent to play on or in. The result is a brand-new range of "Play structures" (WCB's own term; it is about the only one that covers all the possibilities in question) that goes under the name of Kidstuff and offers scope in children from the toddler stage up to the sub-teens.

Basically, Kidstuff consists of two separate elements: the Triclamp frames and the heavy-duty polythene fittings that slot in, over and around them. To take the

polythene items first: there are sets of steps, ladders, turned over, from a slide. There is a big sand and water play, which comes complete with its own drainage siphon. There is something that is almost unmissable: WCB have played safe and simply called it a "pool".

The pool is compulsory, ladders, and ladders, "too large", WCB point out, "to pass through a normal domestic doorway". It has three seats mounted onto the ladder, entrance to this make-believe submarine or space capsule is effected through the top, the bottom, or the side. To make things more interesting still, there is another feature that can be joined on, a "climber tube". This is a moulded plastic tunnel, has a storage case which can stop small runaways porting themselves. If the tube is placed on end, the polythene serves as footholds.

The dual-purpose aspect is central to the whole range of Kidstuff designs. Among the items for very small children (toddler to three), there is a storage case which can be set up, put into, and also used as a locker. A sand-and-water drum, turned upside down, doubles as a table. A baby version of the pool, called "cubs and tubs", consists of another useful climbing piece, a command tower, and a rigid PVC tube that can be either a bridge or boundary marker.

Most, if not all, of the polythene items can be used by themselves. Where they really come into their own, however, is as adjuncts to one of WCB's Superclimb kits. These are the Triclamp play scaffolding, and they come in four different sizes. Kit one—18 bits of tubing, eight Triclamps, two slides/steps, a bridge, and the all-important construction key—forms a simple slide and climbing-frame for the under-threes. Kit two is more



elaborate, is aimed at slightly older children and can be used, among other things, to build a sturdy house. Kit three is more involved, with climbing-frames that can be built higher, wider, and more hands-on, and kit four is a massive thing, really designed for outdoor use. The permutations it offers seem endless.

"We have tried to make it simple," a WCB spokesman says of the entire system, "so that teachers and playground leaders can put it together themselves. Parents or schools can say 'We've had this for two weeks. Now let's do something different.' We think that any housewife or teacher could manage it." Children, he adds, should not be allowed to attempt Triclamp building for themselves (indeed,

unfolding a clamp without the key is impossible), but adults have shown that they have an shortage of ideas that adults can put into effect.

There is, of course, a snag, and an obvious one. The pools, slides and kits do not come cheap. At the time of writing, the pool costs £35.50, the smaller sand-and-water drum £21, and the smallest of the Superclimb £10. While this particular kit may be within the reach of a well-to-do parent, the largest one (£280, if you want it with glass-enclosed tubing) is not. Like a swimming pool, it is an investment for an institution or a parent-teacher association.

Further details and catalogue from Kidstuff Education Division, WCB Components Ltd, Bingley Street, Sturbridge, Cheshire SK15 1QQ.

## Common market perspective

by Nicci Crouther

The Common Market. Sound like a very serious subject. Educational Audio Visual, London, 1974.

Britain's place in the Common Market is an issue of great topical importance. Schools and colleges of further education who are attempting to explain the position in their students should consider using KAV's tape and filmstrip set which, although made in 1974, offers a clear explanation of the institutions. The internal difficulties of the EEC could well be valuable in giving a broader perspective on current issues.

Despite the Churchillian clause on "The New Europe" which forms the introduction to the set, the title of the European Economic Community is stated simply as "economic growth through economic unity". In addition, the tape points out "Many people hope that the Common Market can eventually bring about the political unification of western Europe as well".

The simple statements are expanded later as the abolition of tariff barriers, the pooling of natural resources, and the harmonization of economic regulations are described and explained. The contemporary institutions of the EEC are explained in terms of its historical evolution, the starting point apparently being the devastation at the end of the Second World War, and the Marshall Plan.

The difficulties that have led to the EEC are shown to have almost exclusively resulted from the attempt to blend a number of different cultural systems through the Common Agricultural Policy. Although the difficulty of manipulating production in demand is well illustrated, the implications of the CAP or indeed any other of the market policies for individual countries is hardly touched on.

The second part of the filmstrip set is mainly devoted to an examination of Britain's stormy relationship with the EEC. It is here that the presentation suffers most from being two years out of date, since it only covers the period up to Britain's entry and the direct issues of the present-day do not feature.

Again, the approach is historical, describing Britain's initial reluctance to join the rest of Europe, the formation of 1971, the Government's change of heart, with De Gaulle's refusal to approve British entry, and finally the Heath government's successful application. The referendum is introduced and Heath's decision is introduced and Heath's decision is introduced.

Both stories could be told effectively, but, as stories, they are unexciting. It is a pity they aren't related a bit more specifically to the countries from which they came. Apart from the maps which illustrate each filmstrip, no attempt is made to comment on any aspect of life in Ireland or Norway. In the Norwegian story, the doll does not even fall into a fjord, just a generalised lake. Folk tales have an indescribable appeal, but they are often so much more memorable for their local details. Here the details are mixed.

The introduction states that one of the objectives of the set is to examine "the advantages and disadvantages of membership for an individual country". Unlucky that this is not the case. The highest standard of living and the benefits of the mobility of labour are two factors which are emphasized, without really being proved. The fact that prices have, generally, risen in western Europe's problem of inflation. The EEC's "progressive" policy towards the developing nations, "the readiness to help the Third World achieve prosperity", is seen as a cause for self-congratulation. CAP have hardly been solved.

The set's description of the Common Market as "a powerful reality, with enormous potential and a wide range of problems" is, on the whole, sympathetic. Its description of the EEC is, in fact, clear and accurate. But its analysis of the country is very concerning. British entry is understandably incomplete.

## How Grimsby won the war

by Tony Knight

General Studies Department, Grimsby College of Technology

Taken in two years we have packed the college hall to overflowing for several nights running. People blocked in are a homemade play, presented by an amateur cast and so had to turn them away—all the same were taken. What we had done was to stumble on to a successful way of interpreting the community to itself.

Grimsby is isolated. Its nearest neighbour, Scunthorpe, is 20 miles away and Hull, until the Humber bridge in 1974, remains a distant. Lack of a large middle-class, a fierce local pride, plenty of pubs—all make it easy to see why Grimsby is not a natural theatre-going area.

The largest and most conspicuous educational institution in the town is the college of technology,



which has a big hall suitable for dramatic performances. Two years ago, we were casting around for a suitable play to produce as the annual offering of the students' union dramatic society, when I called the head of a night club from the files of old newspaper.

In 1971 a servant girl, Sarah Green, had been prosecuted for stealing a postage stamp from her employer, a Mr. Holland. Found guilty, she had been sentenced to one day's imprisonment, which she had already spent in custody, and released. Some time later she committed suicide by taking an overdose. A man who had been taken in to a successful way of interpreting the community to itself.

The students and the drama tutor, Paul McGrath, became engaged by this story as I was, at first, rather unimpressed. Around the main theme, but this was too time-consuming, so I decided to write the play. As I started to write, Paul began to elaborate, some by scene, as soon as I finished writing. Students became involved; two girls went to an old people's home and tape-recorded reminiscences of old ladies who had actually been in Grimsby. We began to build up a picture of the relationship between master and servant. Other aspects of Victorian life—the religiosity and the brutality of individual behaviour—began to intervene themselves into the original theme. We discovered Sarah's grave, and the site of the church's house, by the time the play was finished and entitled *Death By Death's Friend's Letter*.

There was already considerable involvement by many students and townfolk.

The play was presented in the round, to increase audience involvement. A crowd of 1000 people from the back of the hall; mobs sang songs down the aisles; countryfolk sang their songs; themselves uninvitedly at a table in Sarah's room. The play was performed for three nights and each night was a sell-out. The last night we turned a space of people away. By request, we took the play to Alvingham, a nearby village, and performed it in a barn to a similar capacity audience.

The cast were tremendously excited by this response. Individual performances and teamwork culminated in a remarkable pitch. Teachers and students in the east felt that they were breaking new educational ground. Many members of the audience stayed behind to talk about the play and the issues it had raised. Our last night's euphoria was such that we were all determined to repeat the experiment at least once.

For a theme we chose the Second World War. Again, I spent part of the summer holidays digging up suitable material from the archives. We were anxious to avoid any soft-centred romantic or nostalgic treatment of such a delicate theme. The danger, this time, was

consequence, however, has been both a strength and a difficulty.

Students and staff have had to devise the best ways of dealing with a heavy workload, because many students have to cope with subjects they have not taken at A level. Linguistics is a new subject for all, and most take either Spanish or Italian from scratch, with an initial crash course at the college. Although the history content of the course is high, an A level in history is not required, and many students have had to make a considerable effort here.

Difficulties of this kind have to be offset against the mental stimulus derived from a new area of study and the psychological boost gained from a large amount of progress in a short time, particularly noticeable in Italian and Spanish classes.

The balance of time spent on each subject, and the depth of study has also required adjustment—in the case of history, for instance, greater emphasis has been placed on recent events, and some parts of the course, covering earlier periods, have been dropped. Great emphasis is placed on the practical aspects of language work, approximately half the time being spent on oral and aural work. Written

work is concentrated on summary and report writing, essays and translations into English.

This contrast with most students' school experience, where staff often do not have time available for this balance of work in an A level syllabus. Students at a level of experience dependent not only upon a final examination but upon continuous assessment and a final year dissertation. Difficulties have arisen because students must develop a vocabulary which can deal with politics, economics and history, when their previous experience of the language has been literary or they are beginners. In Italian a new course, devised in Perugia, is now being used to smooth this transition, and from the second term onwards journalistic material is introduced to assist with vocabulary and use of language.

The second half of year two and the first two terms of year three are spent at universities abroad—in Spain or Italy first, then France or Germany. This aspect of the course has been particularly successful. Students return with a high level of fluency and also show an advance in general maturity and intellectual awareness, particularly in a heightened appreciation of historical context.

Programmes were issued in notebook form and theory hand-drawn rehearsal.

that we were dealing with the still recent past and could bring a credibility easily. I decided to centre the events of the war around a fictionalized Grimsby family. The children of the war were the family of the war.

This story was more technically complex. The first half culminated with a reproduction of the film and three and a half hours of the 1943 film *The Battle of Britain* was shown. A simulation of a Lancaster bomber was required; the sound engineers operated from tape-recorders. David, the black and white film was made showing what might have happened if Grimsby had been invaded. Every department in the college became involved.

Students used ARP reports to map the pattern of bombing during the 1943 raid. An exhibition of Second World War memorabilia was arranged to coincide with the production of the play. Even the college canteen was decorated with wartime posters and unrequited romances as a NAACP. The combined effect, programme was a reproduction of a film. By coincidence we had timed the production with the 30th anniversary of VE day.

This time, we had sold most of

the tickets before the four nights had begun, and again we turned people away because of capacity audiences. We noticed that the audience on the first three nights were mainly people who normally would never go to the theatre. Many craft apprentices from the college came, attracted by the publicity. The last night audience was the middle-class one.

All this leaves us in a dilemma. The two years we have found a successful way of communicating to large numbers of ordinary people something about their own experience and history. General studies and its "image" have benefited enormously. For a few more hours we made the fabric of the past glow with new emotional life. Now we have a "following". People ask "What's on next year?"

Can community drama become a safe formula? Is there any danger in the fact that our audiences were enthusiastic and uncritical? Should we develop from the particular to the universal? Next year we have decided to introduce a programme of "straight" plays, to drop the "local" plays for the time being, but hope that the good will we have generated will help us hold our audience.

The staff have been careful to avoid producing an unintended local history course, in which students read languages and history in separate watertight compartments. The syllabus emphasizes the links between the two, and staff have complementary research interests and qualifications—in, for example, the study of resistance movements and the Spanish Civil War.

The past five years have led us to believe that we are running a valuable and relevant degree course, which has responded to the experience of both staff and students. It now offers a particularly worthwhile opportunity for languages students to pursue a course which will continue a thorough working knowledge of his chosen languages with a high level of understanding of the social, cultural and political life of the countries concerned. This has not been accomplished without effort, but the college now looks forward to the next five years.

FORUM is for people on the shop floor of education to discuss practical approaches to the job.

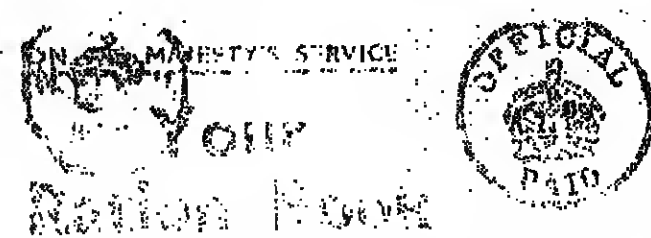
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Based on a play by Tony Knight

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## Architecture

A film that will trace the development of industrial architecture over the last 200 years, and in particular the early years of the Industrial Revolution, is to be financed by the Arts Council with the East Midlands branch of the Royal Institute of British Architects. The film was conceived by the European Architectural Heritage Year '75 Film Project Committee and coordinated by Tim McCartney. Half its cost was raised locally by the Committee from Midlands Industries and RIBA members. The Arts Council have also made a matching grant.

The film, which will be completed by mid-summer, concentrates on the East Midlands region, and will show how social and economic change is revealed in the style and form of industrial buildings.

Further information from Rodney Wilson, Film Officer, Arts Council of Great Britain, 105 Piccadilly, London W1V 0AU.

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## Witches, dolls, kings and princes

by Anne Barnes

Folk Tales From Many Lands Film Strip Series. The Doll in the Grass. The Old Witch and the Leather Bag. Educational Productions, Bedford Row, East Angles, Wakefield, Yorks. £2.00 each.

Norway is represented by *The Doll in the Grass* and Ireland by *The Old Witch and the Leather Bag* in this series of Folk Tales From Many Lands. Each story is brightly and clearly illustrated by the filmstrip and the accompanying booklet explains what is happening in each picture. The stories themselves are simple and would appeal to most primary school children.

*The Doll in the Grass* is the more vital. That is about a young, not very enterprising, but clearly ambitious, who has 11 older brothers. The king, their father, sends them all out to find themselves wives and toasts that each wife must be able to spin and make a shirt all in one day. The nasty brothers go off and leave the young prince, and as he sits sadly by the roadside, a tiny girl appears and produces an even finer doll.

The doll comes to life and when told of the prince's quest, she spins and weaves a tiny shirt on the spot. The prince is thrilled, takes the shirt to his father, gets his approval. But she is so small she rides in a silver spoon pulled by two small mice. On the way the carriage over-

turns, dropping the doll into a lake from which she emerges miraculously transformed into a beautiful girl.

When they get to the palace the nasty brothers turn up, but as the wives they have found are all ugly, they are sent away, while the nice prince lives happily ever after with his beautiful wife in the palace, receiving frequent visits from father.

The story combines some of the most magical elements of traditional fairy stories. The nice brother is rewarded at the expense of the hitherto and the equalization of wealth with ugliness, wickedness with beauty is satisfactorily exact. There is the appeal of the doll's transformation, and all the fascination of the idea of people in miniature. The picture of this part of the story, of the prince examining the miniature shirt, or the doll riding in the spoon, are particularly well done. In all the pictures there is a simple emphasis on details of dress which makes the story more interesting.

*The Old Witch and the Leather Bag* is much weaker. A witch steals a bag of money from a widow with three daughters and hides it in her chimney. Years later, first one, then the other two daughters go by chance to work for the witch. The first is rewarded with a gold coin, the same sequence of events. They find a bag and run off with it, passing a cow, a sheep, a horse, and a mill on the way and refining each of them a favour. The witch pursues

societies, Women's Institutes and other groups might clean up some historic area or building in their own town or village.

June 14 to 22 is the period chosen for the litter drive. Further information from Frances Cox, Youth Director, Shelter, 86 The Strand, London WC2R 0EQ.

## Countryside projects

Coastal springclean

A "litter drive" on Britain's coastline, inland waterways and local beauty spots will help two causes this summer. The drive is organized by Shelter, who hope that groups of young people who are sponsors for a litter drive on the countryside will raise funds for the campaign.

The United Kingdom Secretariat for European Architectural Heritage Year are also taking the opportunity to suggest that entirely

glasses Club, hope to raise £20,000 to buy the cliff, as well as some land to extend an existing reserve on the Ouse Washes in Cambridgeshire.

The project represents the YOC's contribution to the Elm Save a Place for Birds appeal recently announced by their parent body, the Royal Society for the Protection of Birds. The money will be raised by making and selling nest-boxes and birdtables, collecting trading stamps, staging local exhibitions, jumble sales and other fund-raising activities.

RSPB, The Lodge, Sandy, Bedfordshire.

Wanted: a cliff

Young birdwatchers throughout Britain plan to acquire a stretch of cliff in Scotland as a seabird reserve. The birdwatchers, members of the Young Ornitholo-

gists Club, hope to raise £20,000 to buy the cliff, as well as some land to extend an existing reserve on the Ouse Washes in Cambridgeshire.

The project represents the YOC's contribution to the Elm Save a Place for Birds appeal recently announced by their parent body, the Royal Society for the Protection of Birds. The money will be raised by making and selling nest-boxes and birdtables, collecting trading stamps, staging local exhibitions, jumble sales and other fund-raising activities.

RSPB, The Lodge, Sandy, Bedfordshire.

## Neighbourhood project

by Lucille James,  
Corona Stage School,  
Chiswick

The older members of the class—those "nearly turning seven"—were good readers and five of them were excellent. The latter readily used context clues, for example, to help them to "guess what comes next".

However, as I helped the strugglers to learn better reading strategies by means of such aids as whole-word bingo, missing word and the other games which I had devised their linguistic levels rose. They acquired the capacity to improve on sentences of the caption type—for example, "This is John in Music and Movement"—"Here is Sandra skipping"—formerly used to describe their exploits in the classroom, the hall and the playground as well as their out-of-school activities. This, in turn, gave them more further practice in the relevant skills, as they enjoyed reading each other's news items, letters and stories.

Sally, not so long ago the poorest reader in the class, gained confidence as she grew able to choose her reads, and cope with them independently.

"Miss", she began, one morning "My brother thinks we can't do a project." "Does he, Sally?" "Yes, he says you've got to think about things and use books to find out."

As Sally paused, Melanie, the most experienced reader, raised a hand: "Will you let us do a project, Miss?" she asked. "Yes," I said. "I'll let you do a project on the neighbourhood."

"I know," she exclaimed. "That's about where we live and the market and the shops, and where our mums and dads work." "Yes, David?" I queried, as the boy's hand shot up. "We write about them, in our news," he objected. "We write bits about different things. For a project, every body's got to write everything," Melanie declared. "Not copy each other?" ended Sally.

Melanie's hand rose again. She explained that different children could use different words to say that "some of us live in flats than in houses" and that "people's dads do different jobs, like one being a milkman and others driving trucks or vans, or delivering goods, and others working in shops or factories or painting houses..."

With the help of the other children, who reminded them of mixed hours, Melanie and David prepared a plan for the project work (which, it was decided, "could have colour drawings on every page, like some people's newshooks").

The children did not prepare the project programme in a single burst of activity. The plan developed, day by day, as they wrote up various items under the headings chosen on the first day.

They could not readily think of a heading to cover the various pastimes. When they appealed for adult help I reminded them that they sometimes bought bubblegum from machines. This was useful. Yes, coin machines, Miss. Did they know of other coin machines? Yes, stamp ones outside the post office... and—no course—the ones where grown-up men put coins, trying to win money, or places like the... the amusement arcade...

As they wrote about shopping and the money needed for bus fares, gas, electricity and so on, the children became keen on shopping sums, with the result that the project developed into a truly integrated programme of work. I made shopping sum worksheets, passing to the later—on several cases—illustrations from catalogues and/or magazines, so that there was an element of choice in some of the shopping (which, naturally enough, produced a variety of individual answers).

Handwritten notes and signatures, possibly from the children or the teacher, are visible on the right margin of the page.























Whalley Range High School for Girls,  
Wilbraham Road, Whalley Range M18 8GW

## HEAD-Group 12

Owing to the retirement of the Headmistress, Miss J. M. Cawley, M.A., F.I.M.A., the post of HEAD of this 9 form entry, 11-18 Girls' Comprehensive School is vacant from 1st January, 1978.

It is expected that there will be 1,500 pupils on roll in September, 1976, drawn from a wide area, mainly in the south of Manchester, with approximately 200 in the Sixth Form.

Assistance with removal expenses will be given.

Application forms and further particulars from the Chief Education Officer, Education Offices, Crown Square, Manchester M60 3BB (S2/JFC), to whom they should be returned by 30th June, 1975.

### EDUCATION COMMITTEE

Applications from suitably qualified and experienced candidates are invited for the post of:

## HEAD TEACHER

at

### ROKEBY SCHOOL

(7 Form Entry Boys 11-18 years),  
Burnham Group 11

The school was recognised as a comprehensive unit in September, 1972, but had a well established sixth form before that date. It offers a variety of courses to C.S.E., 'O' and 'A' level. It occupies modern buildings with excellent facilities.

The vacancy is to be filled from September, 1976.

**BURNHAM SCALE**  
Plus LONDON ALLOWANCE £361  
Plus SOCIAL PRIORITY ALLOWANCE £201

Application forms and further details are obtainable from the undersigned and should be returned (quote T.E.S.) by 28th June, 1975.

Previous applicants please note that there is no need to re-apply, since all applications received earlier are to be considered.

J. S. WILKIE, M.A., Ph.D.,  
Director of Education,

Education Office, Broadway, Stratford, E15 4BH



**EDUCATION COMMITTEE**  
**PWYLLGOR ADDYSG DYFED**

### YSTRAD TYWI COUNTY HIGH SCHOOL

CARMARTHEN

Appointment of:

## HEADMASTER/HEADMISTRESS

Applications are invited from graduates with wide teaching experience for the above post. Candidates should be Welsh-speaking. The school is a secondary modern school catering for 800 boys and girls. The salary will be that applicable to a group 10 school.

Application forms are available from the undersigned, on receipt of a stamped addressed envelope. Previous applications will not be considered.

Application forms should be returned to the undersigned by 28th June 1975.

YSGOL UWCHRADD YSTRAD TYWI  
CAERFYDDIN

Pending

## PRIFATHRO/ATHRAWES

Gwehddir, cefnaudd, odd wrth y ddeddiadion a chandant broddiadaeth o ddwy ar y dydd ym 28 Ionawr 1975. Ysgol uwchradd fodern yw hon gyda 800 o blant ynddi. Telli y dyddio sy'n gynnwys ysgol grwp 10. Gellir cael furlenni oed wrth yr lloed, o dderbyn amlyn a chydiedd o stamp arni. Nid oes angen i'r rhai dyddio wedi gwehddir bala am y dyddioedd all-gall. Y dyddioedd ar gyfer derbyn deliadau yw mae'n 28 Ionawr 1975.

Swyddfa Addysg, Eilwyrdd, Caerfyrddin.

HENRY D. THOMAS,  
Cyfarwyddwr Addysg

## Leicestershire

HIND LEYS COLLEGE, SHEPESHED

Opening August, 1976

## PRINCIPAL

GROUP 11 (plus Allowance of £960)

PRINCIPAL required with ideas and imagination for this purpose-built Community College. Buildings designed as fully integrated upper school (14-18) and community college incorporating adult education and youth provision.

Successful candidates will be appointed from January 1978.

INTERVIEWS WILL BE HELD IN SEPTEMBER. Details on request.

Apply (no forms) with full particulars and names of two referees to the Director of Education, County Hall, Glenfield, Leicestershire, LE5 8RF by 24th June.

### LONDON BOROUGH OF SUTTON

## HEAD TEACHER

Group 9

Gaynesford High School  
Weilbeck Road, Carshalton, SM5 1LP  
(Tel. 01-648 1365)

Applications are invited for the post of Head Teacher of the 5 f.a. co-educational 11 to 18 social priority school to commence duties in January, 1976. The vacancy is due to the retirement of the present Headmaster.

Application form and further particulars from the Director of Education, The Grove, Carshalton, Surrey, to be returned to him by 27th June, 1975.

### NOTTINGHAMSHIRE COUNTY COUNCIL

#### EDUCATION COMMITTEE

## HEADMASTER/HEADMISTRESS

ASHFIELD COMPREHENSIVE SCHOOL

Sutton Road, Kirkby in Ashfield, Notts.

Qualified teachers are invited to apply for appointment as Headmaster/Headmistress of the above school.

Number on roll: 1,860. Salary Group 13.

Vacancy to be filled 1st January, 1978, or as soon as possible thereafter.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7OP. Closing date: 27th June, 1975.

## ilea

INNER LONDON

EDUCATION AUTHORITY

### SACRED HEART R.C. SCHOOL

Wentworth Road, New, Hammersmith, W.12

## Headship

Applications are invited from holders of the Catholic Religious Teaching Certificate for the headship of this Special Agreement school, which became vacant in September, 1975 by the resignation of the present headmaster. The school is a purpose-built premises near Canalside, Green has a four-form entry and a present roll of over 600 boys and girls including 60 in the sixth form. (Courses leading to 'O' and 'A' level). A wide range of subjects. Group 9 salary £22,500 plus London allowance of £225.65. Threshold payment of £225.65.

Please send self-addressed foolscap envelope for application forms and further details to the Education Officer, 7210 (C1), Leicestershire House, 12-18 Albert Embankment, SE1 7SZ. Closing date for receipt of completed application forms: 1 July 1975.

HARLINGTON SCHOOL (Group 9)  
New Road, Harlington, Hayaa, Middlesex, UB8 5BB  
Headteacher: J. F. D. Rimmer, Esq. (No. on Roll 653)

Applications are invited for the post of

## HEADTEACHER

of this co-educational secondary school which will become vacant from January, 1978, consequent upon the retirement of the present Headteacher. The school is scheduled for re-organisation as a mixed comprehensive in September, 1978, at which time it is expected that work on the first phase of the new school will have been completed. Although it will be some time before the school to reach its full complement of 8 Form Entry, it will nevertheless upon re-organisation be placed in Group 11.

London Allowance payable: 75 per cent removal in pension in appropriate cases and some assistance with temporary accommodation may be possible.

Application forms and further details from and returnable to the Director of Education, Borough Hall, Market Square, Harlington, Middlesex, UB8 5BB, by 27th June, 1975.

LONDON BOROUGH OF

ILLINGDON

## County of Cleveland

### CLEVELAND EDUCATION COMMITTEE

## SECONDARY TEACHING

### APPOINTMENT

### HEAD TEACHER POST

SERTRAM RAMSEY SCHOOL, MARTON ROAD, MIDLEBOROUGH, CLEVELAND, TS4 3BX

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher.

Sertram Ramsey School was reorganised in September, 1974 as an 11-16 Comprehensive School. The roll in September will be 1,100.

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation is available if required.

Forms of application and further details are obtainable from the County Education Officer, Education Office, Westgate, Middlesbrough, Cleveland, TS1 3BN, and should be returned by 27th June, 1975.

## Derbyshire

## headship

Darwin Secondary School, Derby

Applications are invited from suitably qualified teachers for the Headship of the Junior High School for children at all ages aged 11-14 years. The school is situated on the north-west outskirts of Derby. At present there are 470 pupils on roll.

Group 6 (1974 Report).

Application forms and particulars (e.s.a. foolscap please) for the Headship of the Junior High School for children at all ages aged 11-14 years, to be returned to the Director of Education, County Office, Hallgate, Derby, DE4 9BD. Closing date 20th June, 1975.

## Leicestershire

## GROUP 8 HEADSHIP

HINCKLEY MOUNT GRACE HIGH SCHOOL

A Leicestershire Plan 11-14 Middle School

HEADMASTER/HEADMISTRESS for January, 1978. The post offers a unique opportunity for someone with ideas and imagination, a lively interest in curriculum development and a concern for the educational needs of individual child. Details on request. Interviews will be held in September.

Apply (no forms) with full particulars, and the names of two referees to the Director of Education, County Hall, Glenfield, Leicestershire, LE5 8RF by 24th June, 1975.

Please send self-addressed foolscap envelope for application forms and further details to the Education Officer, 7210 (C1), Leicestershire House, 12-18 Albert Embankment, SE1 7SZ. Closing date for receipt of completed application forms: 1 July 1975.

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# Metropolitan Borough of Stockport

## EDUCATION DIVISION

### SECONDARY

**CHIEFLEIGH GIRLS GRAMMAR SCHOOL, CHIEFLEIGH ROAD, CHIEFLEIGH, STOCKPORT.**  
GRADUATE (men or women) Scale 1 (Ref. No. 62/785)  
Capable of teaching Ecology to "A" level and able to offer either Environmental Studies or Biology in Junior or Middle School forms.

**ST. MICHAEL'S R.C. SCHOOL, NANGREAVE ROAD, STOCKPORT.**

### TEACHER FOR MUSIC

Scale 2 (Ref. No. 63/785).

Application forms from the Director of Education, Town Hall, Stockport (noting the appropriate reference number) and return to the Headmaster of the school concerned immediately.

## Borough Council of South Tyneside

### EDUCATION DEPARTMENT

Applications are invited from qualified teachers for the following vacancies:

#### (a) Brinkburn Comprehensive School

**SCALE 1 POST—Biology and General Science**  
**SCALE 1 POST—General Subjects—one of which must be English**

Application forms for the above posts may be obtained from the Headmistress, Brinkburn Comprehensive School, McAnany Avenue, South Shields, NE34 0PJ, Tyne and Wear, to whom they should be returned within 14 days of the appearance of this advertisement.

#### (b) Hebburn Comprehensive School

**SCALE 1 POST—Music**

**SCALE 1 POST—Boys' Cret**

Application forms for the above posts may be obtained from the Headmaster, Hebburn Comprehensive School, Coleidge Square, Hebburn, NE31 1DD, Tyne and Wear, to whom they should be returned within 14 days of the appearance of this advertisement.

#### (c) Hedworthfield Secondary Mixed School

**SCALE 1 POST—French and English**  
**SCALE 1 POST—Maths (preference will be given to candidates who can offer Technical Drawing)**

Application forms for the above posts may be obtained from the Headmaster, Hedworthfield Secondary Mixed School, Hedworth Estate, Jarrow, NE32 4QD, Tyne and Wear, to whom they should be returned within 14 days of the appearance of this advertisement.

#### (d) Perth Green Secondary Mixed School

**SCALE 1 POST—Biology**  
**SCALE 1 POST—Maths**  
**SCALE 1 POST—Technical Subjects**

Application forms for the above posts may be obtained from the Headmaster, Perth Green Secondary Mixed School, Inverness Road, Jarrow, NE32 4QD, Tyne and Wear, to whom they should be returned within 14 days of the appearance of this advertisement.

#### (e) Redwell Comprehensive School

**SCALE 1 POST—Commercial Subjects**

Application forms obtainable from the Acting Head Teacher, Redwell Comprehensive School, Sinton Way, South Shields, NE34 7QT, Tyne and Wear, should be returned within 14 days of the appearance of this advertisement.

#### (f) West Park Comprehensive School

**SCALE 1 POST—General Science (mainly Physics)**  
**SCALE 1 POST—Home Economics**

Application forms for the above posts may be obtained from the Headmaster, West Park Comprehensive School, Whitehall Street, South Shields, Tyne and Wear, to whom they should be returned within 14 days of the appearance of this advertisement.

#### (g) Whitburn Secondary Mixed School

**SCALE 1 POST—French**

Application forms obtainable from the Headmaster, Whitburn Secondary Mixed School, Beach Avenue, Whitburn, Sunderland, SR8 7EA, Tyne and Wear, should be returned within 14 days of the appearance of this advertisement.

#### (h) Boldon Comprehensive School

**Post Time (5 sessions per week)—Teacher of Spanish**

Application forms obtainable from the Headmaster, Boldon Comprehensive School, New Road, Boldon, Sunderland, SR8 8DZ, Tyne and Wear, should be returned within 14 days of the appearance of this advertisement.

K. STRINGER  
Director of Education

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## KEY BOOKS ON ENVIRONMENTAL STUDIES

- SOURCEBOOK ON THE ENVIRONMENT: The Scientific Perspective.**  
Charles S. Bevelin & Ponschop  
Houghton Mifflin Publishers  
£2.95 paper
- ECONOMICS OF ENVIRONMENTAL IMPROVEMENT**  
Donald E. Savage, Melvin Burke, John D. Coups, Thomas D. Duchesneau, David P. Wherry and James A. Wilson  
Houghton Mifflin Publishers  
£2.95 paper
- ECO SOLUTIONS: A Casebook for the Environmental Crisis**  
Edited by Barbara Wholes  
General Learning Press  
£3.30 cloth
- AN INTRODUCTION TO ENVIRONMENTAL SCIENCES**  
Joseph M. Moran, Michael D. Morgan and James H. Worsatta  
Little, Brown and Company  
£8.60 cloth
- ENVIRONMENTAL DECAY: Economic Causes and Remedies**  
Joe B. Ball  
Little, Brown and Company  
£3.30 paper
- THE SURVEILLANT SCIENCE: Remote Sensing of the Environment**  
Edited by Robert K. Holz  
Houghton Mifflin Publishers  
£4.05 paper
- POPULATION ECOLOGY**  
Harcourt Brace Jovanovich  
£3.15 cloth
- MODERNIZATION, ORGANIZATION, AND THE URBAN CRISIS**  
Edited by John G. Gagnon  
Little, Brown and Company  
£3.30 paper
- THE FUNCTIONS OF CITIES**  
John P. Hounk  
General Learning Press  
£3.40 cloth
- ENVIRONMENTAL ISSUES on the Planet as a Home**  
Edited by Paul Shepard and Daniel McKinley  
Houghton Mifflin Publishers  
£3.95 paper
- THE SUBVERSIVE SCIENCE: Essays Toward an Ecology of Man**  
Edited by Paul Shepard and Daniel McKinley  
Houghton Mifflin Publishers  
£3.95 paper
- THE ENVIRONMENT, THE ESTABLISHMENT, AND THE LAW**  
Harmon Zeigler, Martin J. Merta and James Staples  
Houghton Mifflin Publishers  
£3.50 paper

Available from EUROSAN LTD.,

Kershaw House, 3 Henrietta Street,

London WC2E 8LU Telephone: 01-240 0856

## THE SHELTER (SCOTLAND) EDUCATION PROGRAMME

### HOUSING AND COMMUNITY



### THE SHELTER COMMUNITY EDUCATION KIT FOR SCOTLAND

Piloted in 40 Scottish Schools over a six-month period, the classroom teacher has tested and proved the kit's viability as a teaching resource.

### FOR ALL ABILITY RANGES

The material is designed for use by all pupils from 3rd year secondary upwards. This has been achieved by dividing the material into different ability ranges to allow for its use by both ROSLA and certificate pupils.

### ACTIVITY BASED

The pupils carry out a study in depth of their own neighbourhood and undertake fieldwork outside the classroom situation—conducting questionnaires, drawing land-use maps and diagrams.

PROJECT CARDS SIMULATION GAMES DISPLAY MATERIAL TEACHERS' NOTES

For full details: SHELTER (SCOTLAND) EDUCATION PROGRAMME, SHELTER, 5 Caelie Street, Edinburgh EH2 3AT.

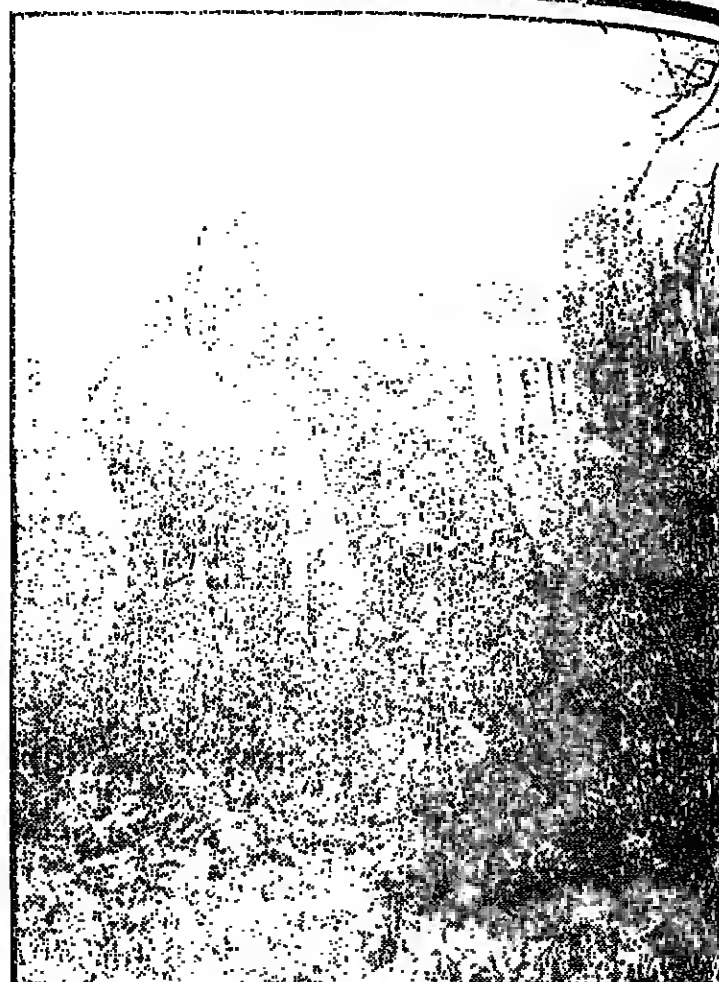
Continued from previous page

study planning in years and make use of the results of their own in the field.

Environmental education has been set up in the country in two ways. In the secondary schools a separate environmental studies course exists, to which 100,000 level and more A-level syllabuses are available. In other schools an effort is being made to include in the traditional subject pattern the study of the modern environmental concepts. About 100,000 students will be educated at A-level this year, and more than double that number in 1976. After that date the examination will be open to any school which is a London Board centre. At the same time, in Wiltshire the Associated Examiners Board have set up their own syllabus and in the month the MJAM have now followed suit.

College of education provides 74 environmental studies courses, reaching over 2,000 students a year, so that the position in primary and middle schools is well prepared for. There are about 20 degree courses in universities, almost all heavily over-subscribed, but the machinery for directing interested students into secondary school teaching of environmental studies has not been established. This is a matter of considerable concern at the moment.

In the words of Mr S. T. Broad, formerly county education officer for Hertfordshire, when he spoke in the British Association in 1973: "Is it too much to hope that the generation now leaving our schools will be the first to be let loose upon the world of nature without some grasp of the ecological principles upon which to have a judgement of future action?"



**FUTURE:** Tree planting at Impington Village College. The Cambridgeshire County Planning Department, with the Education Committee, has arranged for tree nurseries to be set up at suitable schools to grow trees for villages and roadsides.

## An analysis of approaches

Dr R. W. West describes how case studies by his Sussex University team may help to clarify not only curricular aims and content but also key value issues

San Diego is the name coined by Theodore Roszak to describe the "super", "mega", "gigalo", "hyper" and "ultra" complex which will one day engulf the American coastline from San Francisco to San Diego. For some teachers environmental education is a term coined to describe a conceptual programme that threatens to engulf the whole curriculum. For others it is merely a handbag containing across the curriculum, apparently without driver, creating a trail of chaos and conceptual confusion. Certainly environmental education is an "in" subject that covers a wide range of aims, objectives, content, methodologies and concerns, that either lack clear definition and structure, or encompass different and often conflicting rationales.

The Environmental Education Study, funded by the Leverhulme Trust, in conjunction with the Council for Environmental Education, is a three-year research project, based in the education area of the University of Sussex. The project has been established to analyse and document approaches to environmental education in primary and secondary schools, and the varying perceptions of environmental problems and educational programmes held by social and natural scientists, technologists, urban planners, leisure planners, industrialists, politicians and others. The research therefore is directed towards an analysis of the conceptual and methodological factors that characterize different curricular approaches rather than the development and production of specific curricular materials.

Thus the study team, by means of a series of illuminative case studies of specific primary and secondary schools, is attempting to define both the common ground and significant differences between approaches with such diverse labels as rural studies, environmental studies, rural science, environmental science, social biology, social studies, urban studies, community studies, and outdoor pursuits. The data that will be incorporated in the case studies will include analysis of formal statements of curricular aims, objectives and content as given in syllabuses, schemes of work, examination papers, worksheets, textbooks and other resources; as well as data obtained from interviews with teachers and pupils.

Ultimately it is intended to produce a series of defined strategies

each of which will clearly indicate the major conceptual and resource decisions that must be taken at either the course development or implementation stages. A further report will attempt to relate the major findings of the study to the content and objectives of teacher training courses at both the pre-service and in-service stages. Thus the overall purpose of the study is the provision of information that will assist educational decision makers at the local, regional and national levels.

Organizationally the study team consists of a director (appointed in September 1974) and two full-time research fellows supported by part-time contributions from four other members of the education faculty at Sussex. In view of the breadth of the curriculum field being examined we have been careful to ensure a wide representation of subject interest on the team. The appointments, from September, of a geographer, Arthur Horton, and a sociologist, who teaching experience in a school humanities department, four consultants, will effectively complement the scientific and historical interests of existing members.

Progress in date has been concerned with general familiarization and the establishment of the essential network of contacts with schools, teachers, advisers, subject associations and environmental interest groups. In addition to visits, participation in conferences, and more formalized activities within the framework of the Council of Environmental Education and the Schools' Council, we have contacted more than 300 groups and organizations, ranging from General Motors to the Friends of the Earth. In an effort to establish the general posture with respect to environmental education. Many of these organizations are not formally involved in educational provision but exert considerable influence either as employers, lobbyists, or as providers of information and resources on environmental issues.

Concurrent with these field activities the team have been collecting curriculum materials and developing appropriate techniques for their analysis both internally and in the context of the schools. Here we have been greatly assisted by the cooperation of the GCE and CSE examination boards regarding the provision of materials, and the work of the

Volkswagen Curriculum Act Project, University of Sussex, regarding methods.

These preliminary studies activities have already suggested that there exists a high level of commitment to, and involvement in, various aspects of environmental education in schools, accompanied by a general lack of consensus on different interest groups. As a consequence the politics of environmental education are noted for their intractability and complexity. While this may well be the case, it does not mean that the study team should not attempt to develop an understanding of the basic issues in environmental education as noted by these intractability and complexity.

We felt strongly that material in this field should involve inquiry by the pupils in different contexts. In developing an understanding of some of the basic issues in environmental education we have used three types of data. First is the direct evidence that pupils can acquire by exploring the environment around their home and school. In investigating the difficulty of maintaining a pure water supply, they might survey the use of water in their homes. This immediately brings into focus a variety of questions on the design of a survey, the processing of data and the assessment of what the results mean. Secondly, simple investigatory techniques are carried out, using the

resources available in a school laboratory. Pupils might set up simple devices to monitor the air, or bring back water samples to compare and to carry out tests for pollutants. In this area we have tried, as far as possible, to use investigations which only require basic laboratory apparatus. Thirdly, we have provided both in the student's book, and in the teacher's guide, a variety of second-hand data. This can be used in many different ways—for example, to introduce a topic, to back up data collected by the pupils, or to suggest further investigations that might be carried out in the laboratory. The materials are designed so that these three sources of experience can be interrelated and exploited in a flexible fashion by the teacher.

Conservation also involves considering issues from a social, economic and ethical perspective. In dealing with the new society influences and is influenced by environmental issues we have presented several historical case studies. Is pollution only a problem of the 1970s, or has it been with us for very much longer? What successes, and failures, has man had in the past in controlling environmental problems? Each of the student's books contains case studies of particular problems. By using the various types of data provided, the pupils are invited to inquire into the problem, to look at the possible solutions and to relate past and present. Thus in *Stark or Stern* there is a case study on the River Thames in the nineteenth century, and a country nineteenth-century country and a country nineteenth-century country. In 1854, with the story of the Broad Street pump. The effect of shutting off water from the pump is examined, using contemporary data. This suggests that cleaning down the pump had a negligible effect on the course of the epidemic, thus highlighting the need to carefully examine all relevant factors before arriving at any conclusion.

## The Chelsea project

Producing schools' materials on conservation.

By John A. Barker.

In 1970 as a result of the impetus given by European Conservation Year an investigation into conservation education was started at the Centre for Science Education, Chelsea College. The basic aim of this, the Conservation Education Project, was to produce teaching materials for use in schools. The result of this work has recently been published.

When we started with the terms "conservation", "environment" and "pollution" had not become so widespread and so significant as perhaps they are now. One of our first exercises was to produce a variety of materials which could be tried in schools, so that we could have some appreciation of the needs of the teacher. The results in feedback from the teachers guided us in the design of the final materials. In the design of the materials, indeed, teachers provided contributions which were incorporated into the publications.

The emphasis has been to produce materials which could not only form a course of study on their own, but more importantly, can be linked to work already in progress. Trial material was used in history; English; geography; social studies and the sciences. While recognizing the varied areas to which such materials could be directed, we have produced units which have their background in science, but which cover a wide field.

The student's books are designed to stimulate pupils' activity. They contain many questions, are well illustrated, and the language has been kept simple to enable the books to be used with a wide range of ability. Extra material is provided in the teacher's guide to enable them to develop their own ideas and to provide suggestions for work throughout the secondary school. One particular area in which they have been successfully used has been in developing project work in the lower secondary school.

In developing these materials we had two basic aims in view. First, to develop an understanding of how people affect and are affected by the use of natural resources. Secondly, to give experience of making decisions concerned with the balance between human needs and the effect of exploitation of the environment and natural resources. To do this we wanted materials which, unlike many publications on environmental issues, would present one simply provide factual information.

We felt strongly that material in this field should involve inquiry by the pupils in different contexts. In developing an understanding of some of the basic issues in environmental education we have used three types of data. First is the direct evidence that pupils can acquire by exploring the environment around their home and school. In investigating the difficulty of maintaining a pure water supply, they might survey the use of water in their homes. This immediately brings into focus a variety of questions on the design of a survey, the processing of data and the assessment of what the results mean. Secondly, simple investigatory techniques are carried out, using the

resources available in a school laboratory. Pupils might set up simple devices to monitor the air, or bring back water samples to compare and to carry out tests for pollutants. In this area we have tried, as far as possible, to use investigations which only require basic laboratory apparatus.

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We have also tried to encourage decision making by pupils so that they may appreciate the many factors involved in such a process. For instance, human crises require considerable amounts of water for survival, and the price that has to be paid for water affects the economies of the manufacturing plant; using evidence from an actual situation, the pupil is asked to design a system to reduce the wastage of water in crisp manufacture.

Part of *The Balance* considers population, data on the growth of populations are collected from a variety of sources, by observing a "population explosion" in a jar of flour, by studying the data on the effect of removing predators on the size of an isolated population of deer; and by examining details of the growth of human populations. This raises issues of how valid it is to compare data for man with that from other animals and the ethical issues involved in any form of population control.

One of the current trends in environmental education is the use of simple devices to monitor the air, or bring back water samples to compare and to carry out tests for pollutants. In this area we have tried, as far as possible, to use investigations which only require basic laboratory apparatus.

Continued overleaf

Estimated cost owing to pollution in £1 000 000 per year

Item	Estimated cost
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● 44 ●



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## Primary visits

Mutual advantage from use of college grounds.

by Philip Sanvair

Several years ago Charlotte Mason College of Education, at Ambleside, in Cumbria, began a special practical teaching programme for first year students by arranging for 100 children to visit the college for lessons on Thursday afternoons.

The new education block, served admirably for this purpose and received a small primary school for the afternoon. The essential difference was that the children were taught in small groups by teams of students under the guidance of a tutor. The children could opt for one of a number of subjects and one of these was environmental studies.

During the children's visit from seven to 11 years and the students were inexperienced and in their first year, the rule was established that for fieldwork outside the college grounds each student-pupil group had to be accompanied by a teacher or tutor. In practice many students found the regulation inhibiting and confined the field studies to the grounds of the college.

At Ambleside, in the Lake District, this was no hardship. The grounds of the college are splendidly situated overlooking the village with views of the hills and Windermere in the distance. The grounds are rich in birds and flowers, plants, trees and shrubs and woodland scenes of the grounds provided scope for many ecological studies and many students were able to inspire the children with their own enthusiasms and interests.

A keen antihilltopper encountered few problems with his small group of lively nine-year-olds when he brought owl pellets into the classroom. During a term's teaching the children in his group learnt something of the fascination of field observation, they found out about the habits and habitats of birds, and did other work which involved sketching, counting and writing skills.

It is fair to say that on the whole the children benefited much from the experience. They were brought to the college in two large coaches and students acted as guides on board. Three inside the college grounds the work of the children who had chosen environmental studies was entirely controlled and directed by the students. From the point of view of the college the students thus gained in a practical experience with small groups of children as a preliminary to later work with full classes.

The 18-year-olds without young brothers and sisters of primary school age this early contact at a personal level was exceptionally valuable and many important lessons were learned. Simple administrative problems connected with fieldwork had to be solved such as the provision of alternative weather programmes at short notice. Many found it difficult at first to communicate at the appropriate level with their pupils, but in small groups this inability showed up immediately. Instead of being hidden, as so often happens, behind the glazed looks of a sea of 40 faces.

Many teachers may not have thought of a college of education as a place for a field visit yet the advantages are many. For a start there are few schools (at the moment) which are not within easy travelling distance of a college of education. Many of these are so educationally unfashionable as to suffer the disadvantages of being unaccompanied in large country mansions surrounded by spacious grounds of natural woodland instead of malfunctioning as department within a concrete polytechnic.

Some occupy buildings of considerable historic interest. The opportunities for stimulating work in ecology and other environmental studies are many and varied. Moreover, the colleges offer these opportunities within the compact



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ive safety of private grounds as this in itself is recommended enough for teachers worried by the control problems encountered when taking younger children into the field.

But never and above all this, the fact that many college teachers come visits by school parties. A Charlotte Mason College was groups of schoolchildren visiting other parts of the Lake District were escorted by students who took responsibility for a small group. From the point of view of the college all such experience was gainful studying live animals rather than dead specimens in the past they have organized courses for educational institutions all over the country.

They even found a receptive audience in an open prison but the demand for regular lectures became more than the small staff could cope with. Now, to supplement occasional talks, they are building up a collection of VHS video recording tapes and slides and concentrating on a lending library instead. There seems indeed, to be no end to the call for advice and technical help on the management of animals, their husbandry and housing.

UFAW is respected for a scientific, realistic approach to problems that can be sensationalized. Nevertheless, the opinions of Philip Ray, who is in charge of the educational side, are forthright. "We have strong feelings on animals that should be looked after in schools," he said. "If they keep exotics we simply don't approve."

Unless people write and ask how to keep an Indian rock python or a female fox, we say you shouldn't. Just that. They should stick to the small mammals that are usually used, mice, rats, gerbils and so forth. It is partly due to difficulty in handling, partly conservation and partly a question of disease. Kids like to keep grass snakes, but there's a conservation problem with them. With frogs and lizards too."



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## UFAW on Holy Island

Preserving some Scottish wildlife. By Sally Festing

Two years ago, when UFAW (The United Federation for Animal Welfare) occupied a steep, rocky island off the coast of Arran at the mouth of Loch Lomond, they already had an extensive educational programme. In fact, education is central to their policy. "Basically we aim to reduce overall animal suffering by education people," explained their director, Major Scott. "We believe you can only instil an animal respect if you understand it. Sentimentality is not enough."

To this end their information leaflets rain down on school biology departments where the advancement of rural science, an appreciation that urban children benefit from closer contact with animals, and changes in syllabuses all tend to favour studying live animals rather than dead specimens in the past they have organized courses for educational institutions all over the country.

They even found a receptive audience in an open prison but the demand for regular lectures became more than the small staff could cope with. Now, to supplement occasional talks, they are building up a collection of VHS video recording tapes and slides and concentrating on a lending library instead. There seems indeed, to be no end to the call for advice and technical help on the management of animals, their husbandry and housing.

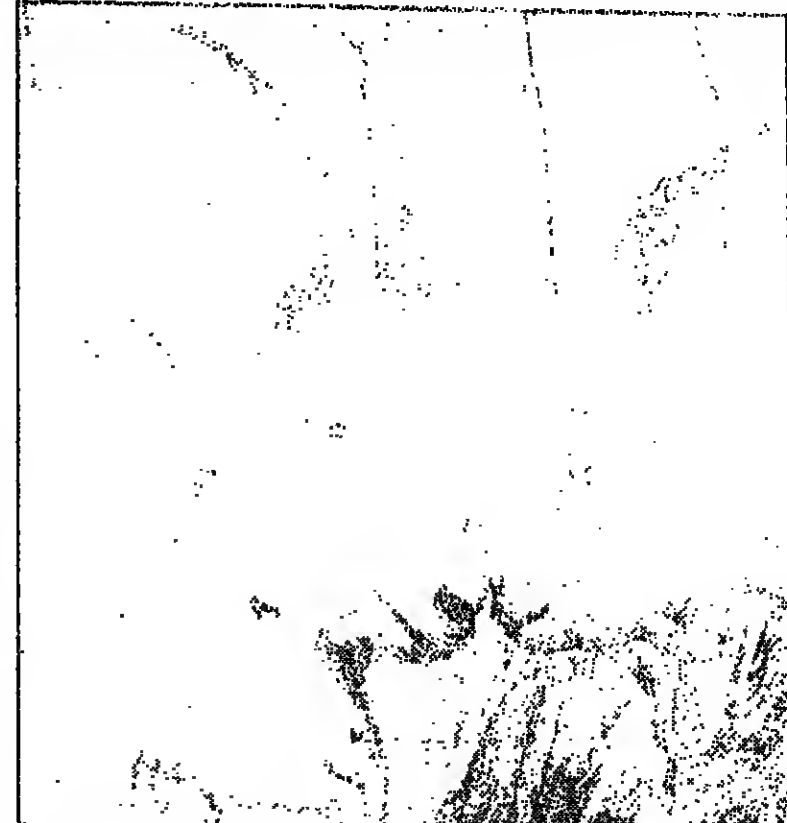
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Until 1972 Holy Island was owned by Mr. Huston, a Texan millionaire. Although he was interested in protecting its animals and its archaeological features, he did not live there. UFAW were invited to take over. Mr. Huston helped to establish the first study centre they now maintain, and his trustees offered the island to UFAW on his death, since when it has added a new dimension to their work.

A herd of feral goats was formerly looked after by a tenant on the island and gradually, over the years, local farmers who farmed over-sheep for winter grazing. UFAW have introduced a number of Soay sheep, another ancestral breed and two red-tailed badgers from Devon. There are rats and a few rabbits. Otherwise there are no mammals except common seals that live and sea themselves on UFAW's jetty and a small colony of grey seals that has become more permanently attached. Major Scott suggests the absence of mammals can be accounted for by the fact that the sea has melted too fast after the ice has gone. As a result, the natural population comprises only those which managed to swim.

There is an extensive bird population of buzzards, gulls and typical sea birds. The fierce peregrine are plenty of cuckoos in the spring because no horticides have been used on the island there is a varied flora and the plants are seldom subjected to hard frosts; consequently, gentian, such as fuchsia and rhododendron, grow profusely. A number of wild orchids flourish there too. "It's a bit of a wonder way to take over a place," says Major Scott. "The charge is £100 per year, but it's a good deal less than the cost of a hotel."



Goats have lived in the Scottish islands since pre-Celtic times, but the present herd was introduced more recently. These three are females.

which, together with the tenant's house, will hold about 50 people. When the housing arrangements are complete, UFAW will get in touch with members and students in general who want to study the marine life, Highland cattle, badgers, fishing or engage in the observation and photography of wild animals—almost anything that such a natural haven provides.

Goats have lived on the Scottish Islands since pre-Celtic times when a Mediterranean race, a smouldering people, hopped about from island to island, taking their goats with them. The herd at present on Holy Island was established by introductions from surrounding areas during the past 200 years. They were looked after by the tenant until 1847 and for a brief 100 years, and probably longer, they have remained wild and free.

During the present century, however, humans have twice interfered with them, first by selecting to keep the hard white and, second, by arranging a severe cull in 1964. Local shepherds, suspecting the goats had a detrimental effect on sheep, organized a shooting party that killed more than 100, leaving only 15. The remaining billies were also castrated in an attempt to exterminate the herd, and it was at this point that UFAW were asked to intervene.

Fortunately, the kill was carried out after the rutting season by which time several of the females were pregnant. Three of them gave birth to male kids the following spring. Such are the powers of animals to survive—they served their masters when they were less than six months old, since when, under constant supervision, their numbers have gradually built up again.

A picture of the goats' ancient patterns and social organization is being built up from information collected by UFAW staff, council members and school and university parties. It appears that under natural conditions, where males and females exist together in about equal numbers, their behaviour is quite unlike that which occurs under domestication. By studying a primitive breed it is possible to show how, in captivity, things go wrong, with resulting animal stress.

The small brown Soay sheep is thought to resemble the ancestors of modern domestic sheep. Its skin was used in scrolls more than 1,000 years ago. Five years back, numbers were low and, although it is now more common in park and zoos, it is still on the list of the Rare Breeds Survival Trust. They were put on the island to compare a free-ranging sheep with intensively housed domestic stock as well as to conserve the breed.

Since the restriction on the import of skins of certain exotic animals, those of badgers have become sought after by the fur trade and trappers are able to take them with impunity as so many people think the antlers they have been incriminated as carriers of bovine tuberculosis. While there may be some truth in this accusation, UFAW feel it is exaggerated simply because the animals happen to be around. The charge

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Hardy, 1975

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The School Outdoor Resource Area is a practical handbook produced with the support and advice of schools and local education authorities. It is full of detailed suggestions for setting up, and maintaining and using, a variety of facilities on favoured and limited sites within the school grounds.

Ethics and Environment - A teachers' handbook for those taking with formers and others in their last year at school. It shows how local environmental problems can be investigated, and how this can lead to an understanding of the implications of these problems in a national and world-wide context. The work suggested may be done with other studies in the sciences or humanities.

If you would like to receive inspection copies of any of these books, please write to Iris Blinfield (TS 13/6), Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

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M

PICTORIAL CHARTS

EDUCATIONAL TRUST

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# EARLY: what the schools are doing

O. J. Surridge reports: an enthusiastic response, but when the year has ended "the work simply must go on."

Schools throughout the country have entered into the spirit of the new Environmental Education Scheme with a wholeheartedness that in "years" have signally failed to attain. The readiness of the response came as a surprise to Keith Edgerton, the Civic Trust man responsible for coordinating and encouraging schools participation. "I never thought I would get so much support," he told me. "In the past teachers have been too much occupied with the bees and the flowers syndrome. Now there is an enormous growth of interest in the urban environment among educators and there is a lot of work being done, much of it of great intellectual quality."

Many local educational authorities have produced comprehensive and imaginative schemes to involve schools, using the combined efforts of planning officers, architects, colleges and libraries to help them. Cheshire offer a good example of co-operation of this kind, along with other schemes in Cheshire, Gloucestershire, Suffolk and Northamptonshire. In Barnsley, East Anglia and Manchester local newspapers are producing well illustrated and other visual aids, while many counties are arranging environmental exhibitions in which the schools will participate.

The undoubted success of the exercise in the United Kingdom stems from two factors—the widespread public interest about the general trend of urban development and the readiness with which projects fit into the multi-disciplinary concept of teaching. The underlying hope among many teachers and the national organizers is that the next generation may take a more sensitive view of its surroundings than these responsible

for its future. But when the year has ended "the work simply must go on."

For the more spirited aspect of the exercise, the schools have been busy. The survey of projects has been a busy one, with many schools making a photographic record of every village, town and city. The boys of St. Mary's, a large primary school in London, have been busy with a landscape garden laid out by William Kent and Capability Brown, at Sheborne the foundations of an early Saxon cathedral are being exposed and renovated. At St. David's Comprehensive School in London a study of an old stone village with the idea of compiling a kit of aids as a guide for other schools wishing to study their own environment.

School groups all over the country are making intimate studies of particular buildings or groups of buildings typical of the urban environment. At St. David's, a study of an ancient Saxon stone house produced by a class of 11-year-olds in St. David's Comprehensive School, Frome. This, it is said, is the house where the house was built, recording its decline and fall since its diurnal heyday. The written work is well organized, with a series of illustrations, with notes, drawings, photographs and copies of old documents.

Nor does it rest entirely in the past; the children became most anxious to preserve the ruin and they were not without ideas for its future. One child saw it as an educational study centre. "Children could spend a week or more living there, studying the quantities, the layout, the style, the plan, the wild life and, of course, the minor house itself." Others were keen to recapture the atmosphere of the past with banquets of medieval food served to guests wearing hired period costume.

Here, as elsewhere, the children's efforts have not passed unnoticed. David Watson, the teacher responsible for the project, has been

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**SECONDARY HISTORY**  
continued from page 54

**KENT COUNTY COUNCIL**  
EDUCATION COMMITTEE  
The Education Committee of Kent County Council has received applications for places in the following schools for the following year:

**ST. MARTIN'S SCHOOL**  
Canterbury, Kent  
Applications for places in the school should be sent to the Headmaster, St. Martin's School, Canterbury, Kent, by the following date:

**15th September 1975**

**RUTHERHAM**  
RUTHERHAM BOROUGH COUNCIL  
EDUCATION COMMITTEE  
The Education Committee of Rotherham Borough Council has received applications for places in the following schools for the following year:

**15th September 1975**

**CITY OF SALFORD**  
EDUCATION COMMITTEE  
The Education Committee of the City of Salford has received applications for places in the following schools for the following year:

**15th September 1975**

**SHIREFIELD**  
SHIREFIELD BOROUGH COUNCIL  
EDUCATION COMMITTEE  
The Education Committee of Shirefield Borough Council has received applications for places in the following schools for the following year:

**15th September 1975**

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EDUCATION COMMITTEE  
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EDUCATION COMMITTEE  
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**BUCKINGHAMSHIRE**  
BUCKINGHAMSHIRE COUNTY COUNCIL  
EDUCATION COMMITTEE  
The Education Committee of Buckinghamshire County Council has received applications for places in the following schools for the following year:

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## KEY

[illegible]

**HIRE**  
FURNISHED  
FOR COMMERCIAL  
AND RESIDENTIAL  
PURPOSES.  
11 to 18.

[illegible][illegible][illegible]

**ern Languages**

**T**  
Harriet C.  
HARNE, 11111  
Avenue, Elmhurst  
(103)

In approval of Secretary of  
Education, Illinois, in  
a 1976-1977 letter to  
Commissioner, School  
Board #1 in 1976 in September,  
and he has been

**OLDHAM**  
Metropolitan (Harold, nt)  
EDUCATION COMMITTEE  
11111  
Avenue, Fullerton  
(103)

(103) as soon as possible  
school work in large room  
on 11-12-76 entered  
school in September  
11-12-76

Application from Dr.  
of Education, Education  
11111  
Avenue, Elmhurst, returned  
11-12-76 to the school by  
11-12-76

**SIROSHIRE**  
EDUCATION COMMITTEE  
THE ABOVE COMMISSIONER

[illegible][illegible][illegible]

tion, and the names of  
tions and experience, and  
and addresses of two  
Hartfield School, Newsham  
Hartfield, Mr. Hyde, Chairman











# Cheshire

**Greene and Nantwich District**  
**St. Joseph's Co-Educational Community Home**  
**Nantwich**

Required for September or as soon as possible thereafter, '81, to be selected by the County Social Services Department as a non-disciplinary residential treatment centre, for approximately 70 boys and girls age 12-17 years, who have been referred to the County Social Services Department. Education will be provided on the premises and teaching staff will be employed by the County Social Services Department. The boys are expected to participate fully in the construction and implementation of the programme and to be encouraged to take on increasing responsibilities for their further development, and training will be provided. The initial intake will be of 22 boys, and applications should be made to the County Social Services Department to make up duties in September next. Salary on Barnhill Scale 1, with special cost and extensive duties allowance, -15 weeks per annum.

For application forms and further particulars from the District Education Officer, Delamere House, Delamere Street, Crewe, Cheshire, please apply to the County Social Services Department. Closing date: 14 September 1980. No late applications will be accepted.

(In appearance of this advertisement.)

able, plus  
in appropriate  
conditions, as  
practices for legal  
purchase, removal  
and substitution  
while looking for  
Letters of applica  
municipal viti  
addresses of the  
school to the  
and temporary







# sandwell

## Metropolitan Borough Council

# First Appointments

Applications are invited from students seeking first teaching appointments in Secondary Schools for September 1975. The Sandwell Metropolitan Borough is a new Authority which was created in April 1974 by merging the former County Boroughs of Warley and West Bromwich. It is situated in the area of the West Midlands Metropolitan County and is adjacent to Dudley, Walsall, Wolverhampton and Birmingham. Schools are attractive and well-equipped and offer wide scope and excellent promotion prospects for young and enthusiastic teachers who wish to work within a progressive new Authority.

Removal Expenses, Lodging Allowances and Accommodation available in approved cases.

### ALBRIGHT HIGH SCHOOL

111-16 Mixed Comprehensive  
Popes Lane, Oldbury, Worley, West Midlands B69 4P  
Tel. 021-552 6346  
1720 pupils on roll

French, Chemistry

### BRISTNALL HALL HIGH SCHOOL

111-16 Mixed Comprehensive  
Bristnall Hall Lane, Oldbury, Worley, West Midlands B68 9PA  
Tel. 021-552 5425  
1930 pupils on roll

Metalwork, Girls' P.E., Science (with interest in Nutfield Combined Science)

### BRITANNIA HIGH SCHOOL

111-16 Mixed Comprehensive  
Britannia Road, Rowley Regis, Worley, West Midlands B65 9NP  
Tel. 021-559 1610  
1950 pupils on roll

Music, General Subjects, Workshops, Modern Languages (French/German), Science/Mathematics

### GEORGE SALTER HIGH SCHOOL

111-16 Mixed Comprehensive  
Oylyl Lane, West Bromwich, West Midlands B70 9UW  
11,600 pupils on roll

Metalwork and Engineering (responsibility for a fully equipped Engineering Shop—particularly suitable for applicants with industrial experience)

### DARTMOUTH HIGH SCHOOL

111-16 Mixed Comprehensive  
Wilderness Lane, Great Barr, Birmingham B43 7SD  
Tel. 021-559 4687  
11,800 pupils on roll

Music, Science, Physics, Chemistry, Drama with English, Art, Mathematics

### HEATHFIELD HIGH SCHOOL

111-16 Mixed Comprehensive  
Trinity Street, Cradley Heath, Worley, West Midlands B64 6MT  
Tel. 021-556 6659  
1800 pupils on roll

Woodwork/Metalwork/Technical Drawing, Integrated Work to include Mathematics, Community Studies, Science, French and/or German, Needlework with Home Economics, Girls' P.E.

### HILL TOP HIGH SCHOOL

111-16 Mixed Comprehensive  
Hill Top, West Bromwich, West Midlands B70 0RX  
Tel. 021-556 0695  
1940 pupils on roll

Yvancs, Chemistry, R.E., Boys' Crafts (2 vacancies), Physics, Biology, Commerce, Mathematics

Applications for all of the above posts should be sent immediately to the Head Teachers at the School.

G. A. BRINDSON, Director of Education

# sandwell

## Your First Class Secondary Choice

### MANOR HIGH SCHOOL

111-16 Mixed Comprehensive  
Friar Park Road, Wednesbury, West Midlands WS10 0JS  
Tel. 021-552 2858  
11,300 pupils on roll

Geography, French and/or German, Commercial Subjects, Mathematics, Remedial, Technical Studies

### MENZIES HIGH SCHOOL

111-16 Mixed Comprehensive  
Clarks Lane, West Bromwich, West Midlands B71 2BX  
Tel. 021-559 4621  
11,200 pupils on roll

Technical Studies, Boys' P.E.

### OLDBURY HIGH SCHOOL

111-16 Mixed Comprehensive  
Moat Road, Oldbury, Worley, West Midlands B60 8ED  
Tel. 021-552 1331  
1600 pupils on roll

Art and Craft, Geography, Girls' Games

### PERRYFIELDS HIGH SCHOOL

111-16 Mixed Comprehensive  
Pillars Road, Oldbury, Worley, West Midlands B68 9HG  
Tel. 021-552 4799  
1640 pupils on roll

Three Teachers offering any or a combination of the following: Boys' P.E., Home Economics, Remedial Work, General Subjects, English, Art and Craft with an interest in Ceramics and/or Plastics

### SMETHWICK HALL GIRLS' HIGH SCHOOL

111-16 Comprehensive  
Auckland Road, Smethwick, Worley, West Midlands B67 7AZ  
Tel. 021-556 8531  
1680 pupils on roll

Chemistry, Needlework, Mathematics

### STUART BATHURST R.C. HIGH SCHOOL

111-16 Comprehensive  
Wood Green Road, Wednesbury, West Midlands WS10 9DS  
Tel. 021-556 1488  
1560 pupils on roll

Mathematics and Science (one post)

### HOLLY LODGE HIGH SCHOOL

111-16 Mixed Comprehensive  
Holly Lane, Smethwick, West Midlands  
Tel. 021-558 0691  
1640 pupils on roll

French, Home Economics, Chemistry

### SHIRELAND HIGH SCHOOL

111-16 Mixed Comprehensive  
Thompson Road, Smethwick, Worley, West Midlands B67 6HZ  
Tel. 021-556 0304  
1805 pupils on roll

German, Art and Craft, Home Economics and/or Needlework

### SMETHWICK OPEN-ACCESS SECONDARY COLLEGE

Holly Lane, Smethwick, Worley, West Midlands B67 7JF  
Tel. 021-558 0020  
1540 students in College, 345 boys in years 3-51

Mathematics

### TIVIDALE COMPREHENSIVE SCHOOL

111-16 Mixed Comprehensive  
Lower City Road, Tividale, Worley, West Midlands B69 2HE  
Tel. 021-552 5501  
11,300 pupils on roll

Commercial Subjects, Biology, Music, Mathematics, Religious Education

### ROWLEY REGIS OPEN-ACCESS SECONDARY COLLEGE

Hawes Lane, Rowley Regis, Worley, West Midlands B65 9AH  
Tel. 021-559 5951  
(270 16+ students + 270 boys and girls in years 3-5)

Physics

### SMETHWICK HALL BOYS' HIGH SCHOOL

111-16 Comprehensive  
Pillars Road, Smethwick, Worley, West Midlands B67 7AY  
Tel. 021-558 8531  
(730 pupils on roll)

Science (preferably with Biology)

### ST. MICHAEL'S C.E. HIGH SCHOOL

111-16 Mixed Comprehensive  
Throne Road, Rowley Regis, Worley, West Midlands B65 9LD  
Tel. 021-559 5224  
1630 pupils on roll

Art (Graphics), English, Science, Mathematics

### WARLEY HIGH SCHOOL

111-16 Comprehensive  
Pound Road, Oldbury, Worley, West Midlands  
Tel. 021-556 1180  
(550 pupils on roll)

Science

### WILLINGSWORTH HIGH SCHOOL

111-16 Mixed Comprehensive  
Bilston Road, Tipton, West Midlands DY4 0BZ  
Tel. 021-556 1361  
11,300 pupils on roll

English, Girls' P.E.

### WOOD GREEN HIGH SCHOOL

111-16 Mixed Comprehensive  
Wood Green Road, Wednesbury, West Midlands WS10 9QU  
Tel. 021-556 4131  
11,200 pupils on roll

French and/or German, Music, Art, Mathematics

Technical Studies (Metalwork with an interest in other materials), English, Home Economics

### WODENBOROUGH HIGH SCHOOL

111-16 Mixed Comprehensive  
Hydes Road, Wednesbury, West Midlands WS10 0DR  
Tel. 021-556 4953  
(900 pupils on roll)

Woodwork/Technical Drawing, Metalwork/Technical Drawing, Mathematics, Geography

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## COUNTY OF SOUTH GLAMORGAN

Required in September, 1977, or as soon as possible thereafter.

**STANWELL COMPREHENSIVE SCHOOL, PENARTH**  
(11 to 18) Eight-Form-Entry

**HUMANITIES : SCALE 1**  
Teacher to share in the teaching of History, Geography, and Civics throughout the school. An interest in non-English language work in the fourth and fifth forms and willingness to help with organized games would be an advantage.

**CANTIAN HIGH SCHOOL, CARDIFF**  
(11 to 18) Ten-Form-Entry  
**MATHEMATICS : SCALE 1**  
To teach Mathematics in the Lower School for Form 1 and 2 only in the first instance.

**GIRLS' PHYSICAL EDUCATION/RELIGIOUS EDUCATION : SCALE 1**

Teacher to share in the teaching of Physical Education and Games throughout the school and also a Religious Education teacher to teach in the first three year groups.

**PHYSICS : SCALE 1**  
Well-qualified and/or experienced teacher to teach Physics up to and including O level in the first instance. Possibility of sixth-form work and Scale 1 for a suitable experienced candidate.

**MANILTED FARM COMPREHENSIVE SCHOOL**  
(11 to 18) Eight-Form-Entry

**RELIGIOUS EDUCATION : SCALE 1**  
Teacher with special qualifications in Religious Education to develop the subject within a growing Comprehensive School.

**ST CYRILS COMPREHENSIVE SCHOOL, PENARTH**  
(11 to 18) Ten-Form-Entry

**HUMANITIES : SCALE 1**  
An assistant teacher in the Remedial Department. Temporary post for one year.

**ENGLISH : SCALE 1**  
Two English teachers to take a full share in the work of the department up to O level and CSE level.

**WELSH/HISTORY : SCALE 1**  
An assistant teacher to teach Welsh and History in the Lower School. Ability to assist with C.E. Games would be an advantage.

**INTEGRATED SCIENCE/MATHEMATICS : SCALE 1**  
A qualified teacher of Integrated Science with some Mathematics.

**GLAN RHY HIGH SCHOOL, CARDIFF**  
(11 to 18) Ten-Form-Entry

**ASSISTANT TEACHER OF HOME ECONOMICS : SCALE 1**  
A part-time teacher of Home Economics to share in the work of the department throughout the school. The successful candidate would be asked to work five sessions per week.

**ASSISTANT TEACHER OF FRENCH : SCALE 1**  
An assistant teacher of French to share in the work of the department throughout the school. Applications for January, 1978 will be considered. Applications for part-time employment will also be welcomed.

**WYNN HAYDEN COMPREHENSIVE SCHOOL, BARRY**  
(11 to 18) Twelve-Form-Entry

**FRENCH : SCALE 1**  
An Honours Graduate in French to teach the subject in the Upper School to CSE, O level and possibly A level. A Scale 2 allowance could be available for a suitable candidate.

**LIANUNNEY HIGH SCHOOL, CARDIFF**  
(11 to 18) Twelve-Form-Entry

**MATHEMATICS : SCALE 2**  
A teacher of Mathematics to teach across the whole ability range including A level work. There will be equal opportunity to contribute to curriculum development. The school qualifies for the Special Priority Allowance.

**WELSH : SCALE 1**  
Teacher of Welsh—Scale 1. The school qualifies for the Special Priority Allowance.

**HOWARD HIGH SCHOOL, CARDIFF**  
(11 to 18) Six-Form-Entry

**EDUCATIONALLY SUB-NORMAL : SCALE 1**  
Teacher for Educationally Sub-Normal Special Class (age ranges 11 to 15).

**FITZALAN HIGH SCHOOL, CARDIFF**  
(11 to 18) Twelve-Form-Entry

**TEACHER OF BIOLOGY : SCALE 1**  
A teacher of Biology and Human Biology to O level with some Lower School Science.

**ENGLISH : SCALE 1**  
A teacher of English to CSE level. Ability to help with Games or French or German an advantage.

**WHITCHURCH HIGH SCHOOL, CARDIFF**  
(11 to 18) Twelve-Form-Entry

**LIGHT CRAFT : SCALE 1**  
A teacher qualified in Craft or Design to teach in the Lower School. The person appointed would be part of a team-teaching integrated Crafts in Forms 1 and 2 and Design in Form 3. The exact nature of the post would be tailored to the interests of the teacher appointed.

**HARRY BOYS COMPREHENSIVE SCHOOL, HARRY**  
(11 to 18) Thirteen-Form-Entry

**REMEDIAL EDUCATION : SCALE 1**  
A qualified teacher to teach in the Remedial Department of the Lower School (First Year). The completion of a course in the education of handicapped children would be an advantage.

**COWBRIDGE COMPREHENSIVE SCHOOL, COWBRIDGE**  
(11 to 18) Seven-Form-Entry

**LATIN : SCALE 2**  
Graduate to teach Latin throughout the school. Please state other subject(s) offered.

**WELSH : SCALE 2**  
Welsh Graduate to teach Welsh up to O level and to be responsible for the subject in the Lower School.

**ROONEY HIGH SCHOOL, CARDIFF**  
(11 to 18) Thirteen-Form-Entry

**TECHNICAL : SCALE 1**  
To teach throughout the school in O level and CSE level. An interest in Automobile Mechanics would be a distinct advantage as there is a well-developed Motor Course in this school.

Application forms can be obtained from the undersigned, on receipt of a stamped addressed envelope, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

Education Offices, Kingsway, Cardiff. K. J. ADAMS, Director of Education

## RECRUITMENT Technical Studies continued

### ROSE COMBINATION DIVISION

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**Assistant Teacher in the Modern Languages Department**

Teach French and German. There are well established courses in G.C.E. 'O' and 'A' Level in both these languages. There is a 1/2 post available to alert if in German, a 1/2 post available for suitably qualified and experienced applicant.

**Teacher or Mistress to teach Mualo**

An enthusiastic department which includes 5 visiting instrumental teachers.

Jobs are junior and senior choir and various instrumental groups. Integral in creative classroom (instrumental) work is essential.

1/2 post available for suitably experienced candidate. Applications from teachers applying for first appointment on Scale 1 welcome.

**Head of Technical Studies**

1/2 post

**ARAH BONNELL SCHOOL**

Money Road, London E15 6LP (1,000 girls on roll)

A School is situated near Stratford Station (Main Line and Central Line) and excellent bus routes are within easy reach of school.

Applying in September 1975. —

### Teacher of Religious Studies

**HAM**

















South Devon Technical College  
Newton Road, Torquay

Required 1st September 1975:

## Lecturer I in Food Science

To join a team of science service staff for courses from Basic to H.N.D. and G.C.E. 'A' level in Hotel and Catering and Home Economics Departments. Teacher trained graduate essential. Industrial experience an additional recommendation. Salary (new Houghton Scale) £11,859 to £3,633 plus Threshold. (Placing on scale according to qualifications and experience.)

Details and application forms returnable by 27th June 1975 obtainable from the Principal.

**DEVON**

## Dundee College of Technology

Faculty of Management and Social Studies  
Department of Accountancy and Economics

## Lectureship in Accountancy

Applications are invited from candidates who possess a good honours degree (or an equivalent qualification) and who have had appropriate teaching, research or practical experience. The lectureship involves teaching mainly at undergraduate level, with an opportunity to take part in postgraduate and post-experience courses.

The Department is particularly keen to recruit staff with an interest and experience in Financial or Management Accounting or in the development of Management Information Systems using computer techniques.

The successful candidate will have the opportunity to take part in the development of a new degree in accounting. Salary scale: Lecturer (A) Scale £12,216-£3,415 with initial placing dependent upon approved prior experience. Financial assistance towards the cost of removal expenses may be payable.

Further particulars and application form obtainable from the Principal, Dundee College of Technology, Bell Street, Dundee, DD1 1TS, to whom completed application forms should be returned not later than 27th June, 1975.

## CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL

KEIGHLEY TECHNICAL COLLEGE  
DEPARTMENT OF BUSINESS & GENERAL STUDIES

Appointments of

## Principal Lecturer

responsible for General Studies and to be Deputy Head of the Department.

Applicants must have had substantial successful experience of administration and development work in further education or a related field. Practical experience in curriculum development, assessment procedures and industrial college relations will be an advantage.

Candidates should have graduate or equivalent qualifications and should preferably be able to teach economics and related subjects, although the subject teaching area is not the prime consideration.

Salary according to the Barnham Scale £5,001-£5,613 p.a.

Application form and further details from College Administrator, Keighley Technical College, Cavendish Street, Keighley.

## The School of Building & Vauxhall

College of Further Education

Wandsworth Road, London SW4 2TW. Tel. 029 4611 (Ext. 1757)

Department of Technician Studies

## Lecturer II in Construction

to teach Courses leading to Construction Technicians Certificate and to assist with Courses in Supervisory Studies. Lecturer I Building Science to teach students in ONC and Technician Courses.

Salary Scales: Lecturer II £2,670-£4,200

Lecturer I £1,869-£3,633

plus London Allowance (£851) and threshold payments.

**ilea**

Application forms, returnable within 14 days, and further particulars from the Senior Administrative Officer.

## COLLEGES OF FURTHER EDUCATION continued

### BRISTOL

**BRISTOL TECHNICAL COLLEGE**  
Bristol, Avon, GL1 2ET  
Applications are invited for the following posts, to be filled by 1st September 1975, or as soon as possible thereafter.

**LECTURER, GRADE 1 IN FOOD SCIENCE**

To teach Food Science subjects for the training of the food industry and for the development of food technology. Candidates should have had experience in food technology and in teaching Food Science subjects.

Salary Scale: £11,859 to £3,633

plus Threshold. (Placing on scale according to qualifications and experience.)

Details and application forms returnable by 27th June 1975 obtainable from the Principal.

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## CAMBRIDGESHIRE

TECHNICAL COLLEGE

Required 1st September 1975:

**LECTURER, GRADE 1 IN FOOD SCIENCE**

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## Gibraltar

### Curriculum Co-ordinator

With the Department of Education to examine the curriculum in depth at all levels, make recommendations for changes and co-ordination between and within levels, co-operate with local staff in implementing curriculum development. Applicants, under 55, should be qualified teachers with further training in inspection and advisory capacity or have been employed on relevant duties at a College of Education. Knowledge of Spanish an advantage. Appointment for two years. Salary in excess of current UK earnings plus a tax free overseas allowance. All emoluments paid by British Government; superannuation rights may be preserved. Other benefits include free family passages, paid leave, children's education allowances and free accommodation and medical attention. Applicants should be citizens of the United Kingdom. For full details and an application form please apply giving age and details of qualifications and experience to —

Appointments Officer

Ministry of Overseas Development

Room 317/RC  
Eland House  
Slag Place  
London SW1E 5DH



## The British Council

invites applications for the following posts:

### Woman Inspector of English (Bahrain)

Ministry of Education, Manama  
Graduate with TEFL qualification and considerable overseas experience.  
Salary: £4,264-£5,624 p.a., tax free.  
Benefits: free accommodation. Two-year contract. 75 AE 7

### Two Heads of English Departments (Bahrain)

Manama Girls' Secondary School  
Ise Town Girls' Secondary School  
Degree, teaching qualification, TEFL training and secondary school teaching experience. Overseas TEFL experience desirable. Women only.  
Salary: £2,618-£3,580 p.a., tax free.  
Benefits: free accommodation; overseas allowances. Two-year contracts. 74 AS 47-48

### ELT Adviser (Nepal)

Institute of Education, Tribhuvan University  
Materials production, some teaching.  
Graduate with qualification in TEFL or applied linguistics and experience of TEFL and teacher-training; UK citizen.  
Salary: £3,385-£4,264 p.a.  
Benefits: overseas allowance; free accommodation; medical scheme; employer's portion of UK superannuation. Two-year contract, renewable. 75 UO 118

### Lecturer in English (Qatar)

Faculty of Education, Doha  
PhD with university teaching experience or non-PhD with British university teaching experience.  
Salary: £4,485 p.a., tax free.  
Benefits: free furnished accommodation; allowance in lieu of outside employment (£85 per month); car and equipment allowances; annual passage-paid leave. Three-year contract. 75 AU 30

### Lecturer in English (Cameroon)

École Normale Supérieure, Yaoundé  
To lecture to student teachers on methodology of ELT/TEFL plus some English literature teaching.  
Degree in English and/or Applied Linguistics, and experience of TEFL and teacher-training; UK citizen.  
Salary: £3,385-£4,264 p.a., tax free.  
Benefits: overseas allowance; free accommodation; medical scheme; employer's portion of UK superannuation. Two-year contract. 74 M 26

### Lecturer in English (Romania)

University of Cluj  
Graduate in English with TEFL experience and preferably TEFL qualification. Single candidates aged 25-35 preferred. British nationals only.  
Salary: local salary of 3,300 Lei per month (= £1,364 p.a. at present) tax free. Annual starting subsidy of £1,374 paid in Britain.  
Benefits: medical scheme; free accommodation; employer's portion of superannuation. One-year contract, renewable. 75 SU 58

## TOWNSVILLE COLLEGE

### OF ADVANCED EDUCATION

Queensland - Australia

The College, located at Townsville, Qld., a seaside city with a population of 65,000, currently has an enrolment of 540 students undertaking a three year course of tertiary education in elementary teaching leading to a Diploma of Teaching. A significant expansion of the College's activities is proposed for 1976 including the commencement of in-service courses leading to a Bachelor of Education degree, a Graduate Diploma in Teaching (Liberal Studies), and a Graduate Diploma in Aboriginal Education.

Applications are invited for the following appointments to the academic staff of the college from qualified persons seeking an involvement in these new and existing programmes.

### HEADS OF DEPARTMENT

**Education Studies** General Studies  
SENIOR LECTURER/LECTURER

- Education
- Early Childhood
- Language and Literature
- Social Sciences
- Mathematics
- Music
- School Librarianship
- Educational Media

Full details of application vacancies will be supplied on request. It is planned to make offers of appointments in September and appointments will be required in commencing duty as soon as possible but not later than January, 1976.

### SALARIES:

Head of Department: \$19,500 (Aust.) per annum  
Senior Lecturer: \$15,400-\$17,900 (Aust.) per annum  
Lecturer: \$11,260-\$18,100 (Aust.) per annum  
Lecturer II: \$9,800-\$12,400 (Aust.) per annum

Applications including a full curriculum vitae, a recent photograph, and the names and addresses of three referees should be forwarded to The Registrar, Townsville College of Advanced Education, P.O. Box 117, Alkhanouk, Qld. 4814, Australia.

### OVERSEAS

#### Appointments continued

### AUSTRALIA

SALISBURY COLLEGE  
ADVANCED EDUCATION  
TEACHING IN PHYSICAL EDUCATION

Applications are invited for appointments to the academic staff of the college from qualified persons seeking an involvement in these new and existing programmes.

The person appointed will be responsible for the teaching and supervision of students in the physical education programme.

Applications should be sent to the Registrar, Salisbury College of Advanced Education, P.O. Box 117, Alkhanouk, Qld. 4814, Australia.

Salary: \$11,260-\$18,100 (Aust.) per annum

Benefits: free accommodation; medical scheme; employer's portion of UK superannuation. Two-year contract, renewable.

For full details and an application form please apply giving age and details of qualifications and experience to —

Appointments Officer

Ministry of Overseas Development

Room 317/RC

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London SW1E 5DH

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## ACADEMIA BRITANICA CUSCATLECA

SAN SALVADOR EL SALVADOR, S.A.

### TEACHERS

are required at all levels for a rapidly expanding British school moving into new premises with an enrolment of 300 children aged 3 to 15 years. Applications are invited from qualified single men, women or married couples who are both teachers for posts available in January 1976. Two year contract, renewable. Return air fare, medical expenses and employer's U.K. superannuation contribution paid plus £120 excess baggage allowance.

Salary paid in local currency, is £2,000 to £2,800 depending on qualifications and experience, plus £500 overseas allowance. Salvadoran income tax is approximately 4 per cent. A bonus of one month's salary is paid at the completion of each year in the school. 2.5 Salvadoran Colones = 1 U.S. dollar.

Please apply with full particulars including a recent photograph to the Headmaster,

B. C. York,  
Academia Britanica Cuscatleca,  
Calle Progreso 5143, Colonia Avila,  
San Salvador, El Salvador,  
Central America.

## AUSTRALIA

MASADA COLLEGE, SYDNEY

### HEADMASTER OR DIRECTOR OF JEWISH STUDIES

An excellent opportunity exists for a dedicated educator to be appointed either as Headmaster or as Director of Jewish Studies of this progressive Jewish School, commencing Term 1, January 1976.

The position of HEADMASTER calls for a person of the highest calibre fully qualified to participate in and direct the teaching of Jewish studies in all its phases, as well as to lead the necessary secular qualifications to direct the curriculum approved by the New South Wales Department of Education. These qualifications should preferably include an appropriate university degree, several years teaching experience, and proven ability in educational administration.

Applicants for the position of DIRECTOR OF JEWISH STUDIES should have appropriate academic qualifications and experience to teach and further the development of Jewish studies programme, including Jewish history, Jewish Studies (Judaism) and Identification with Israel.

MASADA COLLEGE was established 8 years ago as a Jewish co-operative and provides its children with a progressive secular education of the highest standard within a traditional Jewish environment. Today the College comprises a complex of buildings within the grounds of the New Shore Synagogue with a pre-school, Infants and Junior school enrolment of about 200 children guided by 20 dedicated teachers.

An attractive salary will be negotiated, including the provision of a large house within walking distance of the school. Assistance with removal expenses may also be provided.

Please write giving full details of qualifications, experience and references to: The President, Masada College, 29 Imperial Crescent, Castlecrag, N.S.W., Australia 2068.

## The British Council

invites applications for the following posts:

### Director, GCE Programme (Greece)

At American-sponsored Greek boarding school with 100 boys aged 9 to 19. Graduates preferably with higher qualifications and approx. 10 years' teaching and administrative experience to 'A' level. Men only, age 30-45. Experience as Head of Department and knowledge of modern Greek preferred.

Salary: £5,065-£6,325 p.a. at present rate of exchange. Twenty-five per cent paid in dollars outside Greece. Includes housing; medical allowance; employer's portion of superannuation; assistance with school fees; reasonable period up to 3 years, renewable. 75 BR 133

### ELT Adviser (Ethiopia)

Ministry of Education and Fine Arts  
Candidates: British nationals, men only, should be graduates of a British university; teaching experience in developing countries desirable. Knowledge of Curriculum Development and familiarity with ELT in science technology desirable. Age 25-35 preferred.

Salary: £2,445-£2,635 p.a., tax free.  
Benefits: cost-of-living and housing allowances; two months' annual passage-paid leave. One-year contract, renewable. 75 EB 13

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience, quote relevant reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

### OVERSEAS

#### Appointments continued

### AUSTRALIA

TEACHING IN HANCOCKPOT

relocated in TASMANIA, AUSTRALIA

A bright and modern 65,000 sq. ft. building, situated in a beautiful coastal town, is available for the teaching of English to non-English speaking students. The school is currently operating on a part-time basis, but is expected to expand its enrolment to full-time by 1976.

The person appointed will be responsible for the teaching and supervision of students in the English language programme.

Applications should be sent to the Registrar, Hancockpot School, P.O. Box 117, Alkhanouk, Qld. 4814, Australia.

Salary: \$11,260-\$18,100 (Aust.) per annum

Benefits: free accommodation; medical scheme; employer's portion of UK superannuation. Two-year contract, renewable.

For full details and an application form please apply giving age and details of qualifications and experience to —

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### BULGARIA

#### Appointments continued

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London SW1E 5DH

Room 317/RC

Eland House

Slag Place

London SW1E 5DH

## The British Council

invites applications for the following posts:

### TEFL POSTS—CAMEROON

Five posts for the introduction of English in

Francophone Primary Schools

Coordinator

Teacher Training Expert

Two Regional Inspectors of English } for September 1975

Textbook/Materials Writer for January 1976

For all posts: degree in English or modern languages

TEFL qualification and experience, and knowledge of

experience essential; for Coordinator substantial overseas

experience essential; primary-school experience desirable.

Preferably aged over 30 for all posts.

Salary: £3,385-£4,264 or £4,264-£5,324 p.a., tax free, depending

on particular post and/or experience.

Benefits: overseas and children's allowances; free accom-

modation. Two-year contract, renewable.

Return fares are paid. Local contracts are guaranteed by

the British Council.

Please write, briefly stating qualifications and length







# LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION

## LAGGANIA CENTRE FOR OUTDOOR EDUCATION Kilncliff, Kingsgate, Inverness-shire

Applications are invited for the post of

## Resident Domestic Bursar

at this purpose-built residential centre which provides facilities particularly for school based groups in a variety of outdoor activities. Applicants should have appropriate qualifications and experience.

Salary on Scale £2,610-£2,925 per annum with placing on the scale for appropriate qualifications and experience. There is a deduction of £297 per annum for board and lodgings.

Further information and application forms may be obtained from the Director of Education, Lothian Region Education Department, 40 Torphichen Street, Edinburgh, EH3 8JJ.

## PRINCIPAL EDUCATIONAL PSYCHOLOGIST NORTHAMPTON

We are currently looking for an experienced and committed person to take up this key position within our School Psychological Service which operates throughout the County.

The Principal Educational Psychologist is responsible to the County Education Officer for the organisation, administration and supervision of the service, with specific duties involving the day-to-day function of our Child Guidance Service. There are close links with the Social Services Department and with the Area Health Authority.

We would like to hear from those who hold a degree in psychology, combined with relevant teaching experience, an approved postgraduate training in educational psychology and an extensive background gained by working in a Local Education Authority.

Salary will fall in the range £5,175-£5,799 (South-East 25-29) plus £229.68 threshold. The successful applicant will find that Northampton has excellent social, educational and recreational facilities, and is ideally situated for easy access to all parts of the county. Assistance with re-location expenditure will be given where applicable, and an essential car user allowance will be available.

Those interested should write for full job description, and relevant application forms to the Personnel Officer, County Secretary's Department, County Hall, George Row, Northampton.

Northamptonshire  
Education Department

## Locum Educational Psychologist

Sepbury (12-16) £3,309-£3,861 plus £229.68

threshold OR Southbury (16-19) £2,506-£2,854 plus

£229.68 threshold

The post will be vacant from September 1 due to the resignation of a permanent member of staff. The successful applicant will be required to work full-time but future developments in the service could offer the possibility of permanent employment.

Applicants should possess an honours degree in psychology, appropriate teaching experience and preferably a post-graduate qualification. A successful candidate will be required to have a minimum of 10 years' experience in the service and will be placed on the higher of the two scales quoted.

There will be some involvement in treatment of children and young people under the supervision of the Consultant Psychiatrist, and opportunities for career progression in different areas of the service under the guidance of a Senior Psychologist.

Application forms and further details are available from the Personnel Officer, County Secretary's Department, County Hall, George Row, Northampton, Tel. 84553, ext. 8237. Completed forms should be returned by June 30, 1975.

Northamptonshire  
Education Department

## Examiners

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Appointments as Examiners 1976  
Applications are invited for  
examiners in the following  
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English, Mathematics,  
Science, History, Geography,  
Physical Education, Music,  
Art, Design, Home Science,  
Modern Languages, and  
Religion.

### EAST MIDLAND REGIONAL EXAMINATIONS BOARD (for the Certificate of Secondary Education)

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**WARWICKSHIRE  
THE KINGSLEY SCHOOL**  
Leamington Spa  
Registered in September, resident  
Assistant Director for Learning  
Hours of 26 girls, 11 to 18  
Apply: 01454/21919

**WILTSHIRE  
ST. MARY'S SCHOOL**  
Cirencester  
Assistant Director required in  
September 1975, 11 to 18 years  
old. Salary £2,500 per annum  
plus 10% of net income. No  
travel or housing allowance.  
Apply with references to the  
Headmaster, St. Mary's School,  
Cirencester.

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**LONDON, N7  
THE MICHAM SCHOOL**  
130 Micham School Centre  
in the heart of the City of  
London. The school is a  
day school for boys and girls  
aged 11 to 18. The school is  
run by a team of experienced  
teachers and staff. The school  
is a member of the City of  
London Schools' Association.  
Apply: 01454/21919

**WILTSHIRE  
ST. MARY'S SCHOOL**  
Cirencester  
Assistant Director required in  
September 1975, 11 to 18 years  
old. Salary £2,500 per annum  
plus 10% of net income. No  
travel or housing allowance.  
Apply with references to the  
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**SURREY  
SURREY EDUCATION**  
Surrey Education is seeking  
experienced teachers for  
various schools in the county.  
The schools are in the heart  
of the county and offer a  
wide range of facilities.  
Apply: 01454/21919

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**English as a  
Foreign Language**  
The University of London  
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as a foreign language for  
students of other languages.  
The course is run by the  
University of London  
Institute of English Studies.  
Apply: 01454/21919

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